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ABSTRACT

This report presents findings of a study of the learning environment and community relationship of 15 Ontario, Canada community colleges. The findings are discussed under the headings of Geography; Major Orientation--Vocation or Community; Concern for Community; Special Publics and Special Programs; Media; The College as a Learning Institution in Relation to Community; and Finances. Case studies are presented of five of the colleges. The study group found that considerable community involvement is taking place on the part of the colleges, but some colleges are more concerned with community needs than are others; and there is considerable variation in the ways in which concern is translated into actual involvement. Recommendations include: (1) the uniqueness of each college be preserved; (2) that colleges be encouraged to develop or to continue direct interest and involvement in the community; (3) that the practice of subsidizing only credit courses be reviewed; (4) more concern be given to the needs of the citizens in dealing with problems of their communities; (5) more attention be given to the learning needs of special groups, such as older people; (6) the placing of field men in different locations within an area to become better acquainted with the local people be encouraged; and (7) liaison with community organizations be continued. (DB)

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THE COMMUNITY COLLEGES AND THEIR COMMUNITIES

A REPORT

OF THE

COMMUNITY COLLEGES COMMITTEE

ONTARIO ASSOCIATION FOR CONTINUING EDUCATION

PREPARED BY

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DECEMBER 1970

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THE COMMUNITY COLLEGES AND THEIR COMMUNITIES

I INTRODUCTION

THE COMMUNITY COLLEGES COMMITTEE OF THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION WAS FORMED IN THE FALL OF 1969 UNDER THE CHAIRMANSHIP OF NORMAN HIGH. THE COMMITTEE WAS COMPOSED OF APPROXIMATELY THIRTY-SIX MEMBERS FROM ACROSS THE PROVINCE, ABOUT HALF OF WHOM WERE ACTUALLY ASSOCIATED WITH A COLLEGE IN SOME FULL-TIME CAPACITY WITH THE OTHER HALF REPRESENTING CITIZENS FROM VARYING OCCUPATIONS WHO HAD SOME KIND OF DIRECT INTEREST IN THE COLLEGES. AFTER A SERIES OF MEETINGS AND ATTEMPTS TO IDENTIFY THE INTERESTS OF ALL OF THESE MEMBERS WHO WERE SPREAD ACROSS A LARGE GEOGRAPHICAL AREA, THE COMMITTEE DECIDED TO FOCUS ON TWO ASPECTS OF THE COLLEGES: THE COLLEGE AS A LEARNING ENVIRONMENT AND THE COLLEGE AS A FACTOR IN ITS COMMUNITY. ONE GROUP OF COMMITTEE MEMBERS BEGAN TO DRAW UP A STATEMENT RELATING TO THE FORMER, THAT IS, HIGHLIGHTING THE UNIQUE OPPORTUNITY WHICH THE COLLEGES HAVE TO CREATE A LEARNING ENVIRONMENT THAT IS DIFFERENT BOTH FROM THAT OF THE SECONDARY SCHOOL ON THE ONE HAND, AND FROM THAT OF THE UNIVERSITY ON THE OTHER. AT THE SAME TIME, A SUB-COMMITTEE WAS FORMED TO LOOK INTO THE WHOLE MATTER OF THE RELATIONSHIP OF THE COLLEGE TO THE COMMUNITY.

THE SUB-COMMITTEE, CONSISTING OF NORMAN HIGH, ISIDORE COOPERMAN, ARTHUR BULLIED, BOB KING AND DORENE JACOBS, DECIDED TO VISIT AS MANY COLLEGES AS POSSIBLE IN ORDER TO EXPLORE THIS QUESTION. THE COMMITTEE'S CHAIRMAN WROTE TO THE PRESIDENTS OF EVERY COLLEGE IN ONTARIO, REQUESTING AN OPPORTUNITY TO MEET WITH ADMINISTRATORS OF THE COLLEGE. BY THE TIME OF THE ANNUAL MEETING OF THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION IN OTTAWA IN JUNE 1970, ELEVEN COLLEGES HAD BEEN VISITED AND A PRELIMINARY REPORT WAS PRESENTED TO THE MEETING. (THE COLLEGES VISITED WERE THE ONES WHICH HAD RESPONDED POSITIVELY TO THE CHAIRMAN'S LETTER REQUESTING A MEETING). THE COLLEGES VISITED AT THAT TIME WERE CONESTOGA IN PETERBOROUGH, DURHAM IN OSHAWA, GEORGE BROWN IN TORONTO, GEORGIAN IN BARRIE, HUMBER IN TORONTO, FANSHAWE IN LONDON, MOHAWK IN HAMILTON, NIAGARA IN ST. CATHARINES, ST. LAWRENCE IN KINGSTON, SHERIDAN IN OAKVILLE, AND SIR SANDFORD FLEMING IN PETERBOROUGH. FOLLOWING THE ANNUAL MEETING, IT WAS AGREED THAT SOME ADDITIONAL MATERIAL WAS NEEDED BEFORE A FINAL REPORT COULD BE COMPLETED. EARLY IN THE SUMMER OF 1970, A VISIT WAS MADE TO SENECA COLLEGE IN TORONTO. IN THE FALL OF 1970, AN INTERVIEW WAS RECORDED WITH MR. KEN KOYAMA WHO IS RESPONSIBLE FOR THE MOBILE CAMPUS OF SIR GEORGE BROWN COLLEGE. LATER IN THE FALL, A CASSETTE TAPE WAS RECEIVED FROM ARTHUR STINSON AND ALAN CLARKE OF THE EXTENSION DIVISION OF ALGONQUIN COLLEGE DESCRIBING THE COMMUNITY SELF-STUDY PROJECT INITIATED BY THAT COLLEGE, AS WELL AS OTHER ASPECTS OF THAT COLLEGE'S COMMUNITY INVOLVEMENT. MATERIAL WAS ALSO RECEIVED REGARDING NIAGARA COLLEGE'S SCHOOL OF LABOUR STUDIES. THE GATHERING AND WRITING UP OF THIS ADDITIONAL MATERIAL, THEREFORE, DELAYED THE COMPLETION OF THE REPORT, BUT IT WAS FELT THAT THE INCLUSION OF THIS MATERIAL WAS NECESSARY TO ROUND OUT THE INFORMATION ALREADY RECEIVED FROM THE VISITS IN ORDER TO PRESENT A FULLER PICTURE OF THE ROLE OF THE COMMUNITY COLLEGES IN THEIR COMMUNITIES.

CONT....

THE PURPOSE OF THE VISITS WAS TO TRY TO DETERMINE HOW EACH COLLEGE VIEWS ITSELF IN RELATION TO ITS OWN PARTICULAR COMMUNITY. THE VISITS, FOR THE MOST PART, INVOLVED INFORMAL CONVERSATION AND THE STUDY CAN BEST BE DESCRIBED AS AN INFORMAL SURVEY RATHER THAN FORMAL RESEARCH AND, IN THIS CONNECTION, SOME OF THE LIMITATIONS OF THE SURVEY SHOULD PERHAPS BE POINTED OUT.

IN THE FIRST PLACE, THE MEETINGS DID NOT PROCEED ACCORDING TO A UNIFORM INTERVIEW SCHEDULE, ALTHOUGH THERE WAS A LIST OF QUESTIONS WHICH MEMBERS OF THE SUB-COMMITTEE CARRIED IN THE BACK OF THEIR MINDS AND TRIED TO RAISE. IT WAS ALSO SOON EVIDENT THAT THERE WERE OTHER APPROPRIATE QUESTIONS WHICH CAME UP DURING THE VISITS.

SECONDLY, THE VISITS WERE NOT HELD WITH THE SAME OFFICIAL, OR THE PERSON HOLDING THE SAME POSITION, IN EACH COLLEGE. IN ONE COLLEGE, THE SUB-COMMITTEE MET ONLY WITH THE PRESIDENT; IN ANOTHER, WITH ONLY THE DIRECTOR OF CONTINUING EDUCATION. MORE FREQUENTLY, THE SUB-COMMITTEE WAS WELCOMED BY AT LEAST TWO OR THREE OFFICIALS, PERHAPS THE PRESIDENT, THE DEAN, THE DIRECTOR OF EXTENSION, A DEPARTMENT HEAD.

FANSHAWE, GEORGIAN, MOHAWK AND SENECA MADE THE GREATEST EFFORTS TO ENSURE REPRESENTATIVE GROUPS AND ASSEMBLED SEVERAL HEADS OF DEPARTMENTS AS WELL AS PERSONS ENGAGED IN CONTINUING EDUCATION OR COMMUNITY SERVICES. IN A COUPLE OF THESE INSTANCES, THE HOST GROUP NUMBERED NINE OR TEN. HOWEVER, BECAUSE THE PERSONNEL VARIED AT EACH COLLEGE, THE KINDS OF QUESTIONS RAISED AND THE ISSUES EXPLORED TENDED TO VARY.

ANOTHER IMPORTANT LIMITATION IS THAT THE SAMPLE COULD BE CONSIDERED BIASED IN THE RESEARCH SENSE. THE SUB-COMMITTEE TALKED WITH ADMINISTRATION ONLY. TO GAIN A COMPLETE PICTURE OF EACH COLLEGE'S RELATIONSHIP WITH ITS COMMUNITY, IT WOULD BE NECESSARY TO INTERVIEW AS WELL PEOPLE IN THE COMMUNITY AND STUDENTS AND TEACHING STAFF OF THE COLLEGES. THE SUB-COMMITTEE AGREED THAT THIS KIND OF COMPLETE STUDY WOULD BE INVALUABLE BUT, OF COURSE, IT DID NOT HAVE THE RESOURCES TO UNDERTAKE THIS.

WHAT EMERGED, THEN, WAS A PICTURE OF THE COLLEGE IN THE COMMUNITY AS SEEN BY ITS ADMINISTRATIVE OFFICIALS AND IT REPRESENTS, PERHAPS, A STATEMENT OF THEIR PHILOSOPHY, THEIR OBJECTIVES, AND HOW THEY SEE THEMSELVES STRIVING TO OBTAIN THESE OBJECTIVES.

IT TURNED OUT TO BE AN EXCITING AND FASCINATING VENTURE FOR THE MEMBERS OF THE SUB-COMMITTEE. ONE THING WAS LEARNED VERY EARLY IN THE PROCESS - EVERY COLLEGE IS DIFFERENT; EACH HAS ITS OWN EMPHASIS WHICH HAS BEEN DEVELOPED IN RELATION TO ITS PARTICULAR SETTING WHICH ENCOMPASSES GEOGRAPHY, THE NATURE OF THE COMMUNITY IN A SOCIO-ECONOMIC SENSE, AND, SOMETIMES, TRADITION, PARTICULARLY IN THE CASE OF THOSE COLLEGES WHICH WERE FORMERLY VOCATIONAL INSTITUTES OR INSTITUTES OF TRADES. THE SUB-COMMITTEE'S REACTION IS THAT THIS FACT OF UNIQUENESS IS OF PARAMOUNT IMPORTANCE AND SHOULD BE PRESERVED.

CONT....

SOMETHING ELSE WAS LEARNED ALSO. AS STATED EARLIER, THE COMMUNITY COLLEGES COMMITTEE OF O.A.C.E. CONCERNED ITSELF WITH TWO ASPECTS OF THE COLLEGES - THE LEARNING ENVIRONMENT WITHIN THE COLLEGE, AND THE COMMUNITY RELATIONSHIP OUTSIDE. IT SOON BECAME APPARENT, HOWEVER, THAT IT WAS IMPOSSIBLE ALWAYS TO SEPARATE THESE. IN SOME INSTANCES, THE APPROACH TO LEARNING AND THE CONCEPT OF CONTINUING EDUCATION FOR ADULTS WAS SO TIED IN WITH THE COLLEGE'S APPROACH TO THE COMMUNITY, THAT ONE COULD NOT BE DESCRIBED APART FROM THE OTHER. CONSEQUENTLY, IN THIS REPORT, THERE WILL BE REFERENCES TO LEARNING AND TO THE CREATION OF A LEARNING ENVIRONMENT AS PART OF THE CONCERN WITH COMMUNITY.

IT WAS MENTIONED EARLIER THAT THE SUB-COMMITTEE WENT TO THE COLLEGES WITH A LIST OF QUESTIONS IN MIND. THESE QUESTIONS ARE AS FOLLOWS:

1. WHAT DO YOU SEE YOUR COMMUNITY TO BE?
2. HOW DO YOU VIEW YOUR ROLE IN RELATION TO YOUR COMMUNITY IN TERMS OF PROVIDING EDUCATION PROGRAMS AND RELATED SERVICES?
3. WHAT ARE YOU DOING IN THIS REGARD? WHAT WOULD YOU LIKE TO DO? WHAT PROBLEMS ARE YOU ENCOUNTERING?
4. WHO DOES IT? (IS THERE PERMANENT STAFF FOR THIS ROLE?)
5. WHAT ARE YOUR FEELINGS ABOUT CO-ORDINATION AMONG ADULT EDUCATION AGENCIES? WHO SHOULD DO THIS? HOW WOULD YOU FEEL ABOUT AN AREA COUNCIL? DO YOU SEE YOUR COLLEGE AS PERFORMING THIS FUNCTION?
6. WHAT ARE YOUR HOPES FOR THE FUTURE?

HOWEVER, IT SHOULD BE KEPT IN MIND, AS STATED, THAT THESE QUESTIONS DID NOT COME OUT IN THE SAME WAY AT EACH COLLEGE.

ALL OF THE VISITS WERE RECORDED AND THE FOLLOWING IS TAKEN FROM THE TAPES. IN GOING OVER THE MATERIAL, SEVERAL TOPICS OR CATEGORIES SUGGESTED THEMSELVES AND THE REPORT IS THEREFORE ORGANIZED AROUND THESE, RATHER THAN IN RELATION TO THE ABOVE QUESTIONS.

IN ADDITION, SEVERAL CASE STUDIES DESCRIBING PROGRAMS WHICH SEEMED UNIQUE TO PARTICULAR COLLEGES ARE DESCRIBED IN A SEPARATE SECTION TOWARDS THE END OF THE REPORT.

II SECTIONS IN THE BASIC DOCUMENTS PERTINENT TO COMMUNITY INVOLVEMENT

Several sections of the Basic Documents suggest that the colleges were envisaged as playing a role in relation to the needs of their community and of the people living in the community.

The Minister, in his statement to the Legislature on May 21, 1965, refers to the colleges as "planned to meet the relevant needs of all adults within a community, at all socio-economic levels, of all kinds of interests and aptitudes, and at all stages of educational achievement." (Basic Documents - p.8) Later in the statement, the Minister states that the colleges "will be designed to meet the needs of the local community...." (P.12)

The Minister states that the emphasis not only could, but should, vary from one community to another, as local needs dictate". He then lists three major responsibilities of every college:

> "(1) To provide courses of types and levels beyond, or not suited to, the secondary school setting;
>
> (2) To meet the needs of graduates from any secondary school program, apart from those wishing to attend university;
>
> and
>
> (3) To meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates". (P. 13)

It is the third responsibility which is relevant to the needs of adults in their communities.

Among the range of offerings which the Minister expects the colleges to make available are included:

> "(e) General adult education programs, including cultural and leisure time activities.
>
> (f) Programs of recreation, including physical education.
>
> (l) Other courses to meet local needs." (P.13)

In the document, "Some Unique Features of Colleges of Applied Arts and Technology", which is included in the Basic Documents, the following is found:

> "If the Colleges of Applied Arts and Technology in Ontario are to establish social identity, they must be based on four principles:

Cont....

(1) THEY MUST EMBRACE TOTAL EDUCATION, VOCATIONAL AND AVOCATIONAL, REGARDLESS OF FORMAL ENTRANCE QUALIFICATIONS, WITH PROVISION FOR COMPLETE VERTICAL AND HORIZONTAL MOBILITY;

(2) THEY MUST DEVELOP CURRICULA THAT MEET THE COMBINED CULTURAL ASPIRATIONS AND OCCUPATIONAL NEEDS OF THE STUDENT;

(3) THEY MUST OPERATE IN THE CLOSEST POSSIBLE CO-OPERATION WITH BUSINESS AND INDUSTRY, AND WITH SOCIAL AND OTHER PUBLIC AGENCIES, INCLUDING EDUCATION, TO ENSURE THAT CURRICULA ARE AT ALL TIMES ABREAST, IF NOT IN ADVANCE OF THE CHANGING REQUIREMENTS OF A TECHNOLOGICAL SOCIETY;

(4) THEY MUST BE DEDICATED TO PROGRESS, THROUGH CONSTANT RESEARCH, NOT ONLY IN CURRICULA BUT IN PEDAGOGICAL TECHNIQUE AND IN ADMINISTRATION". (BASIC DOCUMENTS, P. 32)

IT IS IN THE LIGHT, THEN, OF THESE QUOTATIONS FROM THE BASIC DOCUMENTS THAT THE FOLLOWING REPORT MAY BE CONSIDERED.

CONT....

- III THE COLLEGES' RELATIONSHIPS WITH THEIR COMMUNITIES -- A SUMMARY

1. GEOGRAPHY

THE COLLEGES WERE ESTABLISHED EACH TO SERVE A SPECIFIC AREA. THE PROVINCE WAS DIVIDED INTO AT FIRST EIGHTEEN AND THEN TWENTY AREAS, AND A COLLEGE DEVELOPED WITHIN EACH. SIZE OF THE AREAS VARIES GREATLY FROM ONE AREA TO ANOTHER AS DOES THE DENSITY OF POPULATION, THE SOCIO-ECONOMIC LEVEL AND CULTURAL LIFE. SOME AREAS CONTAIN A POPULATION MIX WITHIN THEMSELVES.

THE COLLEGES VARIED IN THEIR ATTITUDES TOWARDS THEIR GEOGRAPHIC AREAS. FOR THE MOST PART, THEY FELT A STRONG RESPONSIBILITY TO SERVE ALL SECTIONS OF THEIR RESPECTIVE AREAS, BUT SOME SEEMED TO BE MAKING GREATER EFFORT THAN OTHERS TO BRING THE COLLEGE TO THE PEOPLE, RATHER THAN EXPECTING THE PEOPLE TO COME TO THE COLLEGE. ALMOST EVERY COLLEGE VISITED CARRIED OUT PROGRAMS IN LOCATIONS OTHER THAN THEIR MAIN CAMPUS. FOR SEVERAL COLLEGES, THIS MEANT ONE OR TWO ADDITIONAL LOCATIONS IN PLACES OF RELATIVE POPULATION CONCENTRATION.

ONE COLLEGE FELT QUITE DEFINITELY THAT WHILE IT HAD ALREADY ESTABLISHED TWO CAMPUSES, WAS CARRYING OUT A FEW PROGRAMS IN A THIRD AND ANTICIPATING AN EVENTUAL NEED TO GO INTO A FOURTH AREA, THERE WAS NO NEED TO HOLD PROGRAMS IN SOME OF THE SMALL COMMUNITIES WHICH WERE WITHIN DRIVING DISTANCE OF A LARGER CENTER. ANOTHER COLLEGE, WHOSE TERRITORY COULD BE DIVIDED INTO AN INDUSTRIAL, URBANIZED STRIP ADJACENT TO A LARGE, MORE SPARSELY POPULATED RURAL AREA, CONCENTRATED ALL ITS PROGRAM EFFORTS IN THREE LOCATIONS ALONG THE STRIP AND DISMISSED CONCERN FOR THE REST OF ITS AREA WITH THE COMMENT, "THERE'S NOBODY UP THERE." IN CONTRAST, A NUMBER OF COLLEGES EXPRESSED CONCERN FOR SOME OF THE SMALL ECONOMICALLY DEPRESSED OR MARGINAL COMMUNITIES WHERE THEY HOPED TO BE ABLE TO CARRY ON SOME KIND OF MEANINGFUL PROGRAM.

SOME COLLEGES, PARTICULARLY THOSE RESPONSIBLE FOR A LARGE GEOGRAPHIC AREA, WITH VARYING STANDARDS OF LIVING, WERE ATTEMPTING TO DISPERSE THEIR ACTIVITIES AND HOLD PROGRAMS IN SEVERAL LOCATIONS. GEORGIAN COLLEGE, FOR EXAMPLE, CONDUCTED PROGRAMS IN THE PAST YEAR IN 34 DIFFERENT LOCATIONS THROUGH THE USE OF COMMUNITY HALLS, INNS, SCHOOLS, LIBRARY BOARD ROOMS, AND SO ON. FANSHAWE COLLEGE, ALREADY OPERATING OUT OF ELEVEN LOCATIONS, EXPRESSED A HOPE FOR FURTHER DECENTRALIZATION INVOLVING OFFICES AND RESIDENT STAFF IN OTHER COMMUNITIES. THE ATTEMPT OF CONESTOGA COLLEGE TO MEET THE CHALLENGE OF A LARGE TERRITORY AND A LARGE POPULATION BY MEANS OF THE CONCEPT OF THE "MOSAIC CAMPUS," WILL BE DESCRIBED IN A LATER SECTION.

ALGONQUIN COLLEGE HAS EXPRESSED A STRONG OPINION THAT THE COLLEGES MUST ASSUME RESPONSIBILITY IN THE MORE REMOTE PARTS OF THEIR AREAS, PARTICULARLY IN CENTRAL AND NORTHERN ONTARIO, BECAUSE THESE AREAS ARE LESS LIKELY TO RECEIVE AS FULL SERVICE FROM GOVERNMENT AND SOCIAL AGENCIES AS THE MORE DENSELY POPULATED AND GEOGRAPHICALLY ACCESSIBLE PARTS OF THE PROVINCE.

CONT....

INTERESTINGLY ENOUGH, ALTHOUGH EACH COLLEGE WAS INTENDED TO SERVE A CERTAIN GEOGRAPHIC AREA, EXPERIENCE HAS SHOWN THAT STUDENTS MAY COME FROM WELL BEYOND THAT SPECIFIED AREA. THIS WILL OCCUR WHEN A COLLEGE SPECIALIZES IN A CERTAIN FIELD, OR, OFTEN, WHEN STUDENTS PREFER TO LEAVE HOME TO ATTEND COLLEGE.

GEORGE BROWN COLLEGE, FOR EXAMPLE, HAS FOUND THAT ONLY 40 PER CENT OF ITS STUDENT POPULATION COMES FROM THE CITY OF TORONTO (WHICH THE COLLEGE WAS INTENDED TO SERVE) AND THAT ONLY 60 PER CENT COMES FROM ALL OF METROPOLITAN TORONTO, LEAVING SOME 40 PER CENT FROM OUTSIDE THE METROPOLITAN TORONTO AREA. OFTEN THE LOCATION OF RELATIVES WILL INFLUENCE A STUDENT'S CHOICE OF COLLEGE. GEORGE BROWN CITES THE EXAMPLE OF A STUDENT FROM THE GEORGIAN BAY AREA WHO IS ATTENDING GEORGE BROWN COLLEGE BECAUSE HE HAS AN AUNT LIVING IN TORONTO WITH WHOM HE CAN STAY; BUT "AUNTIE" NEVER SHOWS UP ON THE STATISTICS! GEORGE BROWN COLLEGE HAS ALSO DISCOVERED THAT PEOPLE ARE WILLING TO COMMUTE UP TO 100 MILES.

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2. Major Orientation - Vocation or Community

In general, a distinction could be drawn between those colleges whose primary orientation was vocational and those who felt a responsibility in a broad sense towards their communities with vocational needs certainly emphasized but seen as one set of needs among others. In many cases, the heavy vocational emphasis was the result of inheritance - where a college had evolved from a former vocational institute or institute of trades, it tended to carry on the tradition. When this tradition is combined with a densely populated, urbanized, industrialized location, the prime emphasis is almost certain to be vocational.

George Brown College, for example, sees itself as primarily work-oriented. Course programs are descriptions of the job that is the end result of graduation - each program within the college is a subject analysis of the job to be done. Therefore, there are courses for plumbers, stenographers, dental technicians, but no courses in psychology or sociology as such - aspects of these subjects are brought into courses where relevant. Durham College also sees itself as a primarily work or vocation-oriented institution and is not interested in courses for hobby purposes.

Some of the colleges which evolved from vocational or trades institutions see their first responsibility as vocational, but are hoping to develop more leisure time and hobby activities as resources permit. Seneca College, while new and not an inheritor of the vocational tradition, found itself caught up in this emphasis because of the dense urban population in its area; consequently, its first concern has been occupational, but it is beginning to develop more programs of general interest to the community and hopes to continue in this direction. The hope at Seneca is to build an educational community which will provide educational opportunities for all sections of the community. These opportunities will include children's programs as well as programs for people in their sixties. The only exception is that the college will avoid programs similar to those offered in secondary schools and in universities. The "Summer at Seneca" program offered during the summer of 1970 represented a first attempt to offer a wide variety of programs (some 60 different programs) intended to attract a broad range of people.

Fanshawe College inherited from the Vocational Training Centre a concept of providing precise courses for precise jobs. It is trying to move away from this concept towards a life-orientation rather than a work-orientation. Its basic concern is for the community and its needs, and while preparation for jobs is important, it is not seen as the sole value. Consequently, it is attempting to combine courses to provide a broad first year with specialization increasing in the second, and third years.

Mohawk College expressed concern for some of the needs of which it was aware, particularly in terms of leisure time and hobby activities, but cited lack of financial resources as a reason for not venturing actively into these fields.

Cont....

IN CONTRAST, MANY OF THE COLLEGES WHOSE GEOGRAPHIC AREA WAS LARGE AND CONTAINED A MIXTURE OF RURAL AND URBAN POPULATIONS WITH DIFFERING STANDARDS OF LIVING, FELT A STRONG RESPONSIBILITY TOWARDS THE NEEDS OF THEIR AREAS AND SAW THIS RESPONSIBILITY AS INCLUDING VOCATIONAL NEEDS BUT ALSO MANY MORE. FOR EXAMPLE, SIR SANDFORD FLEMING COLLEGE IS VERY MUCH CONCERNED WITH THE SMALL COMMUNITIES WHICH DOT ITS HINTERLAND. THE ECONOMY OF THE AREA IS CONCENTRATED MOSTLY ON FARMING AND ON TOURIST RESORTS. THE RURAL POPULATION IS CHARACTERIZED BY A LACK OF BASIC EDUCATION WITH THE RESULT THAT THE REGULAR COLLEGE PROGRAMS WOULD NOT BE USEFUL AT THIS TIME. THE COLLEGE SEES ONE OF ITS TASKS AS THAT OF HELPING THE MASS OF RURAL PEOPLE REACH AN EDUCATIONAL LEVEL WHERE THEY CAN CONSIDER TAKING THE REGULAR EXTENSION COURSES. HOWEVER, THE COLLEGE ALSO SEES ITS ROLE AS BROADER THAN BEING MERELY EDUCATIONAL. IN HALIBURTON, UPON THE REQUEST OF A LOCAL COMMITTEE, THE COLLEGE ASSISTED IN THE ESTABLISHING OF A SCHOOL OF FINE ARTS. HALIBURTON WAS FACED WITH A DECLINING POPULATION AND THE ART SCHOOL WAS ENVISAGED AS ONE WAY OF ATTRACTING VISITORS AND HELPING TO BOOST THE ECONOMY OF THE TOWN. THE COLLEGE IN THIS CASE SAW ITS PURPOSE AS PURELY ECONOMIC - THIS WAS THE ONLY THING IT COULD SEE ITSELF DOING TO IMPROVE THE ECONOMIC LIFE OF HALIBURTON; THAT IS, IT USED AN EDUCATIONAL PROGRAM FOR ECONOMIC ENDS.

GEORGIAN COLLEGE SERVES A VAST AREA OF FOUR COUNTIES CHARACTERIZED BY A LOW ECONOMIC LEVEL WITH A GREAT VOID IN ALL KINDS OF SOCIAL, RECREATIONAL AND CULTURAL SERVICES AND FACILITIES, WITH NO UNIVERSITY AND WITH A SPARSE POPULATION. (THERE ARE 350,000 PEOPLE IN THE WHOLE AREA WITH THE LARGEST CITY, BARRIE, CONTAINING ONLY 25,000.) THE COLLEGE SEES AS ITS PRIMARY ROLE THE FILLING OF ALL KINDS OF NEEDS, WITH A STRONG CONCERN FOR THE ECONOMY OF THE AREA AND FOR LEISURE TIME ACTIVITIES. EFFORTS TO BE RESPONSIVE TO REQUESTS FROM INDIVIDUALS AND ORGANIZATIONS AND THE DISPERAL OF PROGRAMS (INTO 34 LOCATIONS AS MENTIONED ON PAGE 6), ARE AMONG THE MEANS UTILIZED TO THIS END.

CONESTOGA COLLEGE'S ATTEMPT TO RESPOND TO COMMUNITY NEEDS WILL BE DESCRIBED LATER IN THE SECTION ON THE "MOSAIC CAMPUS."

ALGONQUIN COLLEGE FINDS ITSELF FACED WITH ALMOST TWO DISTINCT KINDS OF COMMUNITY-- THE CITY OF OTTAWA ITSELF WHICH IS THE METROPOLITAN CENTER AND THE AREA OUTSIDE OTTAWA, PRIMARILY ALONG THE OTTAWA VALLEY, THE LATTER BEING DESCRIBED AS "BASICALLY NOT A GROWTH AREA". THE COLLEGE IS CONCERNED TO PROVIDE EQUAL OPPORTUNITY TO THE WHOLE AREA, BUT FINDS THAT THE RESPONSE TO STANDARD COLLEGE OFFERINGS HAS BEEN MUCH MORE POSITIVE IN OTTAWA THAN OUTSIDE, AND THE COLLEGE IS, THEREFORE, FACED WITH THE CHALLENGE OF TRYING TO FIND MEANINGFUL WAYS OF RELATING TO THIS LARGER GEOGRAPHICAL AREA OUTSIDE OF METROPOLITAN OTTAWA. ONE ANSWER HAS BEEN THE COMMUNITY SELF-STUDY PROGRAM, A FORM OF COMMUNITY DEVELOPMENT UNDERTAKEN BY THE EXTENSION DIVISION (TO BE DESCRIBED IN A LATER SECTION).

CONT....

3. Concern for Community

Lest the preceding section be misunderstood, let it be said that all of the colleges visited indicated a strong concern for the communities in which they were operating. The distinction that seemed to emerge was in terms of whether this concern was seen as relating primarily to vocational needs or whether it was interpreted in a broader sense with reference also to basic educational needs, the need for cultural and leisure time activities, economic needs, and general community problems.

a) On Whose Initiative?

In either case, an important question revolved around the matter of whose initiative was responsible for the recognition of particular needs: how did the college become aware of needs of the community, vocational or otherwise?

Many colleges relied heavily on advisory committees as a means of communicating community needs to the colleges. Mohawk College, for example, has 33 advisory committees, one for each full-time program, involving some 230 people who represent all segments of the community.

Fanshawe College has approached the matter in a different fashion, establishing an advisory committee in each of the eleven locations outside of London. The committees each number ten to twenty people, representing both organizations and individuals who represent a point of view. The committees relate to the liaison staff and meet four or five times a year. Because the committee members live in the local communities and know the needs and problems in their areas, their ideas and suggestions have lead to the development of courses, projects, conferences or seminars. For example, three or four years ago, bookkeeping for farmers was very popular. This interest has since declined, changing to estate planning for one year and, more recently, to small machine maintenance. The advisory committees have been able to help the college be aware of shifting interests and needs. On the whole, Fanshawe's advisory committees are generalized community committees.

However, some sub-committees have been built around course areas such as agriculture, social science, business. One liaison officer is concentrating on including on the committees people with actual decision-making influence in their respective communities. An example of how an advisory committee can function occurred in one community where the college held a reading disabilities workshop involving 150 people. Out of this developed a parents' group composed of parents of children with reading disabilities. About the same time, the County Board of Education decided to discontinue its special education department for budget reasons, although the parents wanted it continued. The University Women's Club, which is represented on the college's advisory committee for that community has asked the college to conduct a remedial reading program.

Cont....

St. Lawrence College reported that the advisory committees tend to be active in fields which are changing and thus can enable the college to keep in touch with new developments, particularly in business and industry. The advisory committees can also make it possible for the college to obtain feedback from graduates regarding conditions, again, particularly in business and industry. In that college, some committees are more active than others; the law committee, for example, actually designed the program offered by the college.

One college reported less success in establishing advisory committees. A year earlier it had written to all of the smaller communities within the area, telling them about the college and its interest in taking the college to the community and in developing programs in relation to the specific needs of each community. The college asked the Mayor or Reeve in each community to appoint someone to meet with college representatives. Only one reply was received! The college realized that this kind of approach needs personal follow-up to be effective.

Some colleges felt that the appointment of community leaders to the Board of Governors was sufficient to ensure communication about community needs to the colleges.

In some instances, colleges found themselves so occupied in responding to needs which were identified for them - where people in the community had come forward and asked for specific programs - that they were only beginning to think in terms of initiative which they themselves might take. Other colleges were taking steps to send staff out or place them in communities where they could begin to identify needs as part of a process of relating to these communities. St. Lawrence College saw itself, through its new Co-ordinator of Continuing Education, as doing just this although, once a need was identified, the responsibility for responding to it would revert to the chairman of the appropriate department.

One large urban-centered college, however, took the position that while it sees itself as providing a service to the community, yet the initiative should come from the community; the community should indicate how it would like to use the college, and the college ideally should be completely non-aggressive, or passive, responding to the felt needs of various sections of the community. The college should not be in the position of foisting programs upon an unwilling community. So far, community agencies had been slow to approach the college; they had not invited the college to attend any of their meetings to discuss common concerns. The college would not put itself in the position of calling meetings and involving all the other agencies if it appeared that all of the initiative were with the college and that the other agencies had no particular interest in meeting with the college.

With some colleges, a two-way process seemed to be occurring, with both the community and the college approaching each other to communicate needs and available resources.

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B) Use of College Facilities by the Community

Most of the colleges hold a policy of making their facilities available to community organizations and agencies which might wish to use them for conferences or special occasions. These range from the Y.M.C.A. to the local Art Council, to the Welding Society, to the Highland Dancers, to Tenants' Associations, to the local symphony orchestra which uses college facilities for regular practice. At Mohawk, the Miles for Millions Walk-a-thon was scheduled to end at the campus. Frequently, facilities were available to organizations without charge, unless some extra expense was involved. One college stipulated that educational organizations could use the facilities free of charge, but political parties would have to pay!

Some colleges had plans to develop centers on their campuses which would serve to draw the community to them. For example, some of the colleges visited, notably Mohawk and St. Lawrence, were developing Learning Resources Centres of a multi-media nature which would be available not only to staff and students, but to the community in general. Humber College sees its main campus as a place where people will come for a variety of reasons. It is considering, with the Borough of Etobicoke, the establishment of a shared athletic facility with an ice arena, ski hills, tennis courts, and so on. A horse barn is being built with private funds. The college will pay to rent horses for its grooming courses, but the operator can rent horses to the public on week-ends. Music performances will be planned and will be open to the public. The auditorium and other facilities will be available for conferences and meetings.

Similarly, Sir Sandford Fleming College hopes to co-operate with the City of Peterborough's Recreation Department to see if the latter's staff can be used to supplement or integrate the college's program, so that the campus will be an addition to the parks of Peterborough. Envisaged are tennis courses, a protected winter playground for small children, picnic areas. Discussions are being held with the Ontario Council for the Arts as to the possibility of having a theatre in the new building complex which would be available to the community.

Fanshawe College is planning a "living community center" in the east end of London as part of its building program. Plans include an Art Gallery, a library, shops (to sell products made by students), a restaurant, a theatre, concerts, public lectures, a film society, space for hobby groups. The new building is seen as part of the resources of the entire community and would be used in the evenings and on week-ends as well as on week-days. This is a first stage; similar facilities would later be developed in Fanshawe's satellite areas.

Seneca College is hoping to build a sports center for which students themselves have gone to industry and solicited financial support. The project was conceived by the student council and represents a first attempt to ask the community to take responsibility for helping to provide facilities for the college which would then be available for community use. Related to this was the intention of the Board of North York to make application to host the 1973 Canada Games. The college felt that the

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BOROUGH AND THE COLLEGE COULD CO-OPERATE IN A WAY THAT WOULD BENEFIT THE WHOLE COMMUNITY. SENECA SEES ITS CAMPUS AS PLAYING AN IMPORTANT ROLE AS AN EDUCATIONAL HOME FOR THE THOUSANDS OF PEOPLE IN ITS IMMEDIATE VICINITY WHO LIVE IN HIGH RISE APARTMENTS.

A NUMBER OF COLLEGES HAD ESTABLISHED OR WERE PLANNING NURSERIES OR DAY-CARE CENTERS WHICH SERVED BOTH AS A LABORATORY FOR THE TRAINING OF STUDENTS AND ALSO AS A SERVICE TO PARENTS IN THE COMMUNITY WHO COULD BRING THEIR CHILDREN TO THESE CENTERS.

c) <u>USE BY THE COLLEGE OF FACILITIES IN THE COMMUNITY</u>

AT THE SAME TIME, THERE WAS CONSIDERABLE VARIETY IN THE USE OF COMMUNITY FACILITIES BY THE COLLEGES. CONESTOGA'S "MOSAIC CAMPUS CONCEPT", (TO BE DESCRIBED LATER) SEES ANY AVAILABLE FACILITY AS SUITABLE FOR COLLEGE PROGRAMS, SUCH AS SCHOOL CLASSROOMS, CHURCHES, LIBRARIES, HOMES, APARTMENT RECREATION ROOMS, ETC. A NUMBER OF COLLEGES HAVE ALREADY RENTED OR ARE CONTEMPLATING THE RENTAL OF STORE-FRONT OFFICES IN DOWNTOWN LOCATIONS TO PROVIDE MORE DIRECT SERVICE. GEORGIAN COLLEGE HAS HELD PROGRAMS IN LOCAL INNS, AS WELL AS IN NUMEROUS OTHER TYPES OF FACILITIES. SEVERAL COLLEGES INDICATED READINESS TO HOLD PROGRAMS IN APARTMENT BUILDINGS FOR TENANTS, ALTHOUGH ONLY ONE OR TWO WERE ACTUALLY DOING THIS. HUMBER COLLEGE RECENTLY TOOK OVER A WAREHOUSE BUILDING IN THE BOROUGH OF YORK. MANY OF THE COLLEGES USE DIFFERENT KINDS OF FACILITIES EITHER AS A SUPPLEMENT TO THEIR OWN BUILDINGS WHICH MAY BE IN THE PROCESS OF BEING BUILT, OR AS A CONVENIENCE TO PERSONS ATTENDING THEIR PROGRAMS BY CUTTING DOWN TRAVELLING DISTANCE. WITH REGARD TO THE LATTER, DURHAM COLLEGE IN OSHAWA HAS FOUND THAT TRAVELLING DISTANCE IS AN INSIGNIFICANT FACTOR AND THAT PEOPLE (AND ORGANIZATIONS) ARE QUITE READY TO COME TO THE COLLEGE.

GEORGE BROWN COLLEGE OFFERS A DIFFERENT PERSPECTIVE ON THE QUESTION OF TYPE AND LOCATION OF FACILITIES. IT FEELS THAT THE LARGE INSTITUTIONALIZED BUILDING INHIBITS MANY PEOPLE, PARTICULARLY MANY FROM IMMIGRANT GROUPS AND WORKING CLASS OCCUPATIONS. THESE PEOPLE WOULD BE MUCH MORE COMFORTABLE IN A LESS FORMIDABLE SETTING WHICH WAS EASILY ACCESSIBLE AND WHERE PEOPLE DO NOT FEEL THE NEED TO DRESS UP. THE "MOBILE CAMPUS" (TO BE DESCRIBED LATER) IS A FIRST ATTEMPT TO BRING THE COLLEGE TO THE NEIGHBORHOOD, INTERESTINGLY ENOUGH, IT HAS ATTRACTED PEOPLE FROM ALL OVER THE CITY. THE COLLEGE SEES THE NEED FOR A GREATER WILLINGNESS TO DISPERSE ACTIVITIES WITH THE DELIBERATE ESTABLISHMENT OF A NUMBER OF SMALL OPERATIONS, HOUSING NO MORE THAN 50 OR 60 STUDENTS IN ONE LOCATION, WHICH COULD MOVE IN AND OUT OF A STORE FRONT OR CHURCH AS THE NEED INDICATED.

IN THE BUSINESS AND INDUSTRY AREA, SEVERAL COLLEGES HOLD IN-PLANT PROGRAMS WITH BUSINESS AND INDUSTRIAL FIRMS.

AT THE SAME TIME, A CONSIDERABLE AMOUNT OF JOINT USE OF FACILITIES IS TAKING PLACE WITH SOME COLLEGES. ST. LAWRENCE COLLEGE, FOR EXAMPLE, IS SHARING LABORATORY AND LIBRARY FACILITIES WITH QUEEN'S UNIVERSITY AND THERE IS TALK ABOUT A COMMON BUILDING FOR QUEEN'S, THE ROYAL MILITARY COLLEGE, AND ST. LAWRENCE. HOWEVER, THE COLLEGE FEELS VERY STRONGLY THAT IT SHOULD NOT DUPLICATE FACILITIES ALREADY EXISTING IN THE COMMUNITY (NOR SHOULD IT DUPLICATE PROGRAMS OF OTHER AGENCIES); ITS ROLE IS TO FILL GAPS. THE COLLEGE SHOULD NOT TAKE OVER THE RESPONSIBILITY OF THE COMMUNITY, BUT SHOULD ACT AS A RESOURCE FOR THE COMMUNITY.

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ALGONQUIN COLLEGE EXPRESSED THE VIEW THAT CONSIDERABLY MORE USE MIGHT BE MADE BY THE COLLEGE OF BOTH THE COMMUNITY FACILITIES AND THE COMMUNITY RESOURCES WHICH ARE UNIQUE TO THE OTTAWA AREA AND WHICH COULD BE INTEGRATED INTO THE COLLEGE'S TEACHING ROLE. THE NATIONAL RESEARCH COUNCIL, FOR EXAMPLE, WAS MENTIONED AS ONE THAT COULD BE INVOLVED, ALONG WITH OTHER INSTITUTIONS IN THE COMMUNITY.

D) RELATIONSHIP WITH AGENCIES AND INSTITUTIONS IN THE COMMUNITY

MOST OF THE COLLEGES TOOK THE POSITION THAT THERE WAS NO REAL CONFLICT BETWEEN THEIR PROGRAMS AND THOSE OF OTHER AGENCIES AND INSTITUTIONS IN THE COMMUNITY, THAT THEY WERE DOING A JOB NOT BEING UNDERTAKEN BY THE OTHERS. HOWEVER, BEYOND THIS GENERAL VIEW, ACTUAL RELATIONSHIPS WITH OTHER AGENCIES AND INSTITUTIONS RANGED FROM COMPLETE LACK OF CONTACT TO STREET-CORNER CONVERSATIONS TO PUBLICITY SHARING TO CONSCIOUS EFFORT TO AVOID DUPLICATION TO POSITIVE ARRANGEMENTS FOR CO-ORDINATION AND SHARING OF RESPONSIBILITY FOR DIFFERENT KINDS OF PROGRAMS.

IN THE FIRST PLACE, ALL OF THE COLLEGES VISITED ARE INVOLVED IN MANPOWER RETRAINING PROGRAMS AND IN PROGRAMS TO TRAIN PERSONS FOR BUSINESS AND INDUSTRY. IN THE LATTER CASE, THEY ALL SEEMED TO BE MAKING AN EFFORT TO KEEP IN CONTACT WITH THE LEADERS OF BUSINESS AND INDUSTRY IN ORDER TO KNOW THEIR NEEDS AND TO ANTICIPATE THE NATURE OF THE JOB MARKET FOR THEIR GRADUATES. AS MENTIONED ABOVE, A NUMBER OF IN-PLANT PROGRAMS ARE CARRIED ON, WITH THE COLLEGES GOING TO THE FIRMS OR PLANTS TO CONDUCT COURSES. OFTEN THE COST IS SHARED ON A THREE-WAY BASIS AMONG THE COLLEGE, THE PARTICULAR INDUSTRY INVOLVED AND THE ONTARIO GOVERNMENT. SOMETIMES INSTRUCTION IS SHARED WITH BOTH THE COLLEGE AND THE FIRM PROVIDING INSTRUCTORS. AT ST. LAWRENCE COLLEGE, FOR EXAMPLE, THE COLLEGE STAFF TEACHES THE THEORY OR ACADEMIC SUBJECTS WHILE THE INDUSTRY'S INSTRUCTORS TEACH THE PRACTICAL OR APPLIED ASPECTS OF THE PROGRAM. SENECA SEES GREAT VALUE IN IN-PLANT TRAINING BECAUSE IT ENABLES INDIVIDUALS WHO NEED TO RETRAIN TO MEET THE REQUIREMENTS OF THE CHANGING JOB MARKET TO DO SO WITHOUT DISLOCATION AND WITHOUT COSTLY AND EMOTIONALLY UPSETTING INTERRUPTIONS IN THEIR LIVES. SOME EXAMPLES OF IN-PLANT PROGRAMS INCLUDE COURSES FOR REPORTERS OF THE ST. CATHARINES STANDARD CONDUCTED BY NIAGARA COLLEGE, AND HUMBER COLLEGE'S PROGRAM FOR 100 SERVICE AND MAINTENANCE STAFF OF SIMPSONS-SEARS WHEREBY TRAINEES ARE PAID WHILE THEY UNDERGO INSTRUCTION AND THEN RECEIVE A RAISE IN PAY UPON GRADUATION. A HIGH PERCENTAGE OF SENECA COLLEGE'S BUSINESS AND INDUSTRY PROGRAMS ARE OF AN IN-PLANT NATURE.

ST. LAWRENCE COLLEGE RELATES TO BUSINESS AND INDUSTRY IN ANOTHER WAY, THROUGH A FORM OF CO-OPERATION WITH REGARD TO APPRENTICESHIP PROGRAMS. THE STUDENTS WORK FOR A YEAR, THEN COME TO THE COLLEGE FOR EIGHT WEEKS. IN A FIVE-YEAR APPRENTICESHIP PROGRAM, THEY WILL SPEND THREE EIGHT-WEEK PERIODS IN THE COLLEGE. THIS IS A BLOCK RELEASE SYSTEM, ARRANGED THROUGH THE ONTARIO DEPARTMENT OF LABOUR, AND IS AVAILABLE FOR PLUMBERS, HAIRDRESSERS, ELECTRICIANS AND THOSE IN THE MOTOR VEHICLE PROGRAM. OTHER COLLEGES HAVE WORKED OUT PROGRAMS WHEREBY STUDENTS ALTERNATE PERIODS OF STUDY WITH PERIODS OF WORK IN INDUSTRY. AT HUMBER, FOR EXAMPLE, STUDENTS ALTERNATE BETWEEN WORK AND STUDY ON A FOUR MONTH BASIS.

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ANOTHER LARGE AREA OF CO-OPERATION FOR MANY COLLEGES IS WITH LOCAL SCHOOL BOARDS. RELATIONSHIPS VARY. SOME COLLEGES REPORTED LITTLE DIRECT CONTACT; OTHERS HAD CO-OPERATIVE ARRANGEMENTS AND COULD USE SECONDARY SCHOOL FACILITIES, AGAIN, OCCASIONALLY WITHOUT CHARGE. SOME COLLEGES EXCHANGED REPRESENTATIVES WITH SCHOOL BOARDS ON EACH OTHER'S COMMITTEES. IN ONE AREA, THE SCHOOL BOARDS SEEMED READY TO TURN OVER THEIR EVENING PROGRAMS TO THE COLLEGES. THE REASON FOR THIS WAS SEEN TO BE FINANCIAL PRESSURE ON THE COUNTY SCHOOL BOARDS. THE COLLEGE WOULD NOT BE UNWILLING TO TAKE OVER THE SCHOOL BOARD'S PROGRAMS; BUT IT RECOGNIZES THAT THERE WOULD BE ENSUING FINANCIAL DIFFICULTIES; AT PRESENT, THE SECONDARY SCHOOLS RECEIVE GRANTS FOR NON-CREDIT EVENING COURSES WHILE THE COLLEGES DO NOT, AND APPARENTLY THESE GRANTS CANNOT BE TRANSFERRED TO THE COLLEGES.

ANOTHER COLLEGE REPORTED A DIFFERENT EXPERIENCE: CO-OPERATION WAS ASSURED ON THE HIGHER LEVELS OF THE BOARD, BUT DIRECT CONTACT WITH THE PRINCIPAL OR VICE-PRINCIPAL WHO ACTUALLY RAN THE SCHOOL PROGRAM WAS DIFFICULT BECAUSE THE COLLEGE REPRESENTED A THREAT TO THE SCHOOL'S NIGHT-SCHOOL OPERATION. OFTEN FACILITIES WHICH HAD BEEN RESERVED IN ADVANCE WERE NOT SUITABLY ARRANGED, CARETAKERS WERE NOT NOTIFIED, AND SO ON. ONE COLLEGE WHICH HAD NO FORMAL RELATIONSHIP WITH THE BOARD OF EDUCATION, FELT THE CHIEF CONCERN WAS TO AVOID DUPLICATION OF FACILITIES AND PROGRAMS, PARTICULARLY WITH REGARD TO THE VOCATIONAL HIGH SCHOOLS. IT COULD FORESEE A TIME WHEN THE VOCATIONAL COURSES IN THE SECONDARY SCHOOL WOULD BE CONSIDERED MORE AS PREPARATORY FOR ADVANCED WORK IN THE COLLEGES, RATHER THAN AS TERMINAL PROGRAMS EQUIPPING STUDENTS ACTUALLY TO GO OUT AND OBTAIN JOBS. SOME OF THE COLLEGES WHICH HAD NO FORMAL ARRANGEMENT TO MEET WITH SCHOOL BOARDS TO DISCUSS THEIR RESPECTIVE PROGRAMS DID ENTER INTO PUBLICITY-SHARING ARRANGEMENTS SO THAT A JOINT FLIER MIGHT BE PRODUCED IN THE FALL LISTING THE COURSE OFFERINGS OF BOTH THE COLLEGE AND THE BOARD OF EDUCATION.

ON THE OTHER HAND, MOHAWK COLLEGE ENTERED INTO AN ARRANGEMENT WITH THE BRANT COUNTY BOARD OF EDUCATION REGARDING WHO SHOULD CONDUCT THE VARIOUS SKILL PROGRAMS; DECISIONS WERE MADE ON THE BASIS OF WHICH BODY HAD MORE SUITABLE FACILITIES. FOR EXAMPLE, IT WAS AGREED THAT THE COLLEGE HAD BETTER FACILITIES FOR PROGRAMS IN MACHINE SHOP, WELDING, TYPING AND SHORTHAND, WHEREAS THE BOARD OF EDUCATION HAD THE EQUIPMENT FOR THE ELECTRONICS PROGRAM. OTHER COLLEGES CO-OPERATED WITH SCHOOL BOARDS BY SCHEDULING PROGRAMS WHICH MIGHT SEEM TO CONFLICT WITH BOARD OFFERINGS AT DIFFERENT TIMES; NIAGARA COLLEGE, FOR EXAMPLE, HELD ITS SEWING COURSE IN THE DAYTIME WHEN HOUSEWIVES COULD ATTEND AND WHEN IT WOULD NOT CONFLICT WITH THE BOARD OF EDUCATION'S EVENING COURSE. NIAGARA ALSO HAD A FACILITY-SHARING ARRANGEMENT WITH THE ST. CATHARINES BOARD OF EDUCATION, WHEREBY THE LATTER USES PART OF THE COLLEGE'S ST. CATHARINE'S BUILDING FOR WAREHOUSING PURPOSES ON A LONG-TERM BASIS.

MOHAWK COLLEGE HAS MADE OTHER EFFORTS TO CO-OPERATE WITH THE LOCAL SCHOOL OFFICIALS. ONE WAY IS BY ATTEMPTING TO HELP SECONDARY SCHOOL STUDENTS BECOME FAMILIAR WITH THE COLLEGE WHILE THEY ARE STILL IN HIGH SCHOOL. FOR EXAMPLE, COMPUTER PROGRAMMING WORKSHOPS WERE BEING PROVIDED FOR HIGH SCHOOL STUDENTS TO INTRODUCE THEM TO COMPUTER CONCEPTS; THEY WOULD COME TO THE COLLEGE FOR TWO HOUR SESSIONS, ACCOMPANIED BY THEIR HIGH SCHOOL INSTRUCTORS.

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MOHAWK ALSO INVOLVED THE BOARD OF EDUCATION IN DISCUSSIONS REGARDING THE FESTIVAL 70 PROGRAM PLANNED FOR THE PAST SUMMER IN WHICH BOTH HIGH SCHOOL STUDENTS AND ADULTS PARTICIPATED IN THEATRE ARTS AND VISUAL ARTS. ARTISTS AND CRAFTSMEN WITH A WIDE RANGE OF ABILITIES WERE SELECTED SO THAT THEY COULD RESPOND TO THE INTERESTS OF YOUNG PEOPLE.

LITTLE WAS SAID DURING THE VISITS ABOUT CO-OPERATION BETWEEN COLLEGES, ALTHOUGH BOTH DURHAM AND SIR SANDFORD FLEMING MENTIONED CO-OPERATION WITH EACH OTHER IN PROGRAMS IN THE PORT HOPE AREA AND BOTH EXPRESSED HOPE OF DOING MORE OF THIS. SENECA, HOWEVER, WAS VERY CONCERNED ABOUT KEEPING IN CONTACT WITH THE OTHER COLLEGES IN METROPOLITAN TORONTO IN ORDER TO AVOID DUPLICATING PROGRAMS.

WITH REGARD TO UNIVERSITIES, SIR SANDFORD FLEMING INDICATED THAT TRENT UNIVERSITY INSTRUCTORS WERE REGULARLY ENGAGED TO CONDUCT COLLEGE PROGRAMS; FOR EXAMPLE, SOCIOLOGISTS FROM TRENT PARTICIPATED IN THE PROGRAM FOR POLICEMEN. OF THE COLLEGES VISITED, MOHAWK COLLEGE SEEMED TO HAVE THE MOST ACTIVE ARRANGEMENT WITH A UNIVERSITY. THE COLLEGE AND MCMASTER UNIVERSITY ARE CO-OPERATING ON CHILD CARE PROGRAMS, AND ON PROGRAMS IN THE PSYCHIATRIC AND MENTAL HEALTH AREA. (THE LATTER ALSO INVOLVES CO-OPERATION WITH THE ONTARIO HOSPITAL). ENGINEERING IS ANOTHER AREA OF CO-OPERATION AND MCMASTER UNIVERSITY SENDS ITS SECOND YEAR ENGINEERING STUDENTS TO THE COLLEGE FOR INSTRUCTION IN SURVEYING (WITH A COST-SHARING ARRANGEMENT FOR EQUIPMENT); THE MCMASTER STUDENTS USE THE MACHINE SHOPS AND STUDENTS WHO ARE TRANSFERRING FROM THE GENERAL SCIENCE PROGRAM AT MCMASTER INTO MECHANICAL ENGINEERING COME TO MOHAWK FOR MECHANICAL DRAFTING.

RELATIONSHIPS WITH AGENCIES OTHER THAN FORMAL EDUCATIONAL INSTITUTIONS IN THE COMMUNITY VARIED CONSIDERABLY FROM COLLEGE TO COLLEGE. AS MENTIONED ABOVE, SOME WERE CONFINED TO STREET ENCOUNTERS; FOR EXAMPLE, THE PRESIDENT OF A COLLEGE WOULD MEET THE CHAIRMAN OF THE LOCAL MINISTERIAL ASSOCIATION ON THE STREET; THEY WOULD STRIKE UP A CONVERSATION AND OUT OF THAT WOULD DEVELOP A COURSE ON COMPARATIVE RELIGIONS.

SOME COLLEGES FELT THAT AMPLE OPPORTUNITY FOR RELATING TO OTHER AGENCIES WAS PROVIDED BY HAVING REPRESENTATIVES OF AGENCIES ON THE BOARD OF GOVERNORS OR ON ADVISORY COMMITTEES. ONE COLLEGE, FOR EXAMPLE, INDICATED THAT MOST OF THE ADULT EDUCATION AGENCIES AND ORGANIZATIONS IN THE AREA WERE REPRESENTED ON ADVISORY COMMITTEES. ON THE OTHER HAND, GEORGIAN COLLEGE WAS MAKING A VERY DETERMINED EFFORT TO DEVELOP JOINT PROGRAMS AND PROJECTS WITH VARIOUS ORGANIZATIONS AND AGENCIES IN THE DIFFERENT COMMUNITIES IN ITS AREA. DIFFERENT COMMUNITIES ARE VISITED AND MEETINGS HELD WITH HIGH SCHOOL PRINCIPALS, LEADING OFFICIALS OF THE COMMUNITY, THE LOCAL NEWSPAPER EDITOR OR PUBLISHER AND OTHER INDIVIDUALS FOR THE PURPOSE OF DISCUSSING ADULT EDUCATION NEEDS IN THE COMMUNITY. THE COLLEGE SOMETIMESFINDS IT DIFFICULT IN THE SMALL COMMUNITIES TO KNOW WHERE THE REAL LEADERSHIP LIES - SOMETIMES IT IS WITH THE LOCAL STOREKEEPER WHO IS AN IMPORTANT SOURCE OF INFORMATION. IN ONE TOWN, THE LOCAL CHAMBER OF COMMERCE HAS AN EDUCATION COMMITTEE WHICH MET WITH COLLEGE REPRESENTATIVES AND CAME UP WITH IDEAS FOR PROGRAMS. IN GREY AND BRUCE COUNTIES, GEORGIAN COLLEGE IS INVOLVED WITH JOINT PROJECTS WITH THE SCHOOL BOARDS, THE ONTARIO DEPARTMENT OF AGRICULTURE AND THE YOUTH AND RECREATION BRANCH OF THE ONTARIO GOVERNMENT TO ASCERTAIN THE NEEDS OF THE AREA. ONE RESULT HAS BEEN THE PLANNING OF TWO COMMUNITY SURVEYS, ONE IN THE FLESHERTON AREA; THE OTHER IN BRUCE COUNTY.

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HUMBER COLLEGE EXPECTS ITS STAFF TO KEEP IN CONTACT WITH PROFESSIONAL ASSOCIATIONS IN ORDER TO BE ABLE TO PROVIDE SERVICES IF REQUESTED.

A NUMBER OF COLLEGES HAVE WORKED OUT PROGRAMS WITH LOCAL BRANCHES OF THE YMCA OR YWCA, WITH THE LOCAL PARKS AND RECREATION DEPARTMENT, WITH TENANTS GROUPS, CITIZENS GROUPS, AND SO ON. MOHAWK COLLEGE, FOR EXAMPLE, HAS DEVELOPED A PROGRAM WITH THE PLANNING DEPARTMENT OF WENTWORTH COUNTY FOR PEOPLE WHO WANT TO BE PHYSICAL PLANNERS. SENECA WORKED OUT AN ARRANGEMENT WITH THE NORTH YORK RECREATION COMMISSION WHEREBY THE COLLEGE'S CHILDREN'S THEATRE WENT OUT TO THE PLAYGROUNDS IN NORTH YORK AND PUT ON PERFORMANCES ACCORDING TO A SCHEDULE. AS WELL, IT SPENT A COUPLE OF DAYS AT EACH PLAYGROUND TRAINING STUDENT LEADERS AT THAT PARTICULAR PLAYGROUND. SENECA ALSO REPORTED CLOSE CONTACT WITH THE NORTH YORK PUBLIC LIBRARY WHICH INCLUDED THE SHARING OF COMPUTER FACILITIES. ANOTHER KIND OF CO-OPERATION OCCURRED WHEREBY SENECA, WHEN IT DETECTED MANPOWER STUDENTS WHO WERE IN FINANCIAL DIFFICULTY, CONTACTED THE WELFARE DEPARTMENT WHICH THEN FREQUENTLY PROVIDED ASSISTANCE FOR THESE STUDENTS. A NUMBER OF COLLEGES REGULARLY SEND STAFF MEMBERS TO MEETINGS OF LOCAL ORGANIZATIONS AND AGENCIES. SEVERAL JOINT PROGRAMS WILL BE DESCRIBED BELOW IN THE SECTION ON "SPECIAL PUBLICS".

SIR SANDFORD FLEMING TRIED AN INTERESTING EXPERIMENT OF SPLITTING AN APPOINTMENT WITH THE YMCA; THEY SPLIT A MAN'S SALARY; HE WORKED FOR THE COLLEGE DURING THE SCHOOL YEAR AND FOR THE YMCA IN THE SUMMER. HOWEVER, THE EXPERIMENT WAS NOT TOO SUCCESSFUL AND EVENTUALLY THE PERSON JOINED THE COLLEGE STAFF (THEY PAID MORE!)

DURHAM COLLEGE HAS DEVELOPED PROGRAMS WITH HOSPITALS IN SUCH FIELDS AS FAMILY LIVING, DRUG ADDICTION, ALCOHOLISM AND THE REGISTERED NURSES' ASSOCIATION WHICH HAS ASKED FOR COURSES ON ADMINISTRATION, INVOLVING PERSONNEL OF THREE HOSPITALS.

MOHAWK COLLEGE, AS MENTIONED ABOVE, IS WORKING ON THE PSYCHIATRIC AND MENTAL HEALTH FIELD WITH MCMASTER UNIVERSITY; THESE PROGRAMS ALSO INVOLVE THE MENTAL HEALTH ASSOCIATION AND THE ONTARIO HOSPITAL. FOR EXAMPLE, A COURSE WAS DEVELOPED FOR NURSES, TO UP-GRADE THEM IN PSYCHIATRIC NURSING CARE. MENTAL PATIENTS FROM THE HOSPITAL HAVE COME TO THE COLLEGE FOR MUSIC CLASSES.

GEORGIAN COLLEGE FEELS A RESPONSIBILITY TO FILL CULTURAL VOIDS IN ITS AREA. FOR THIS REASON, THE COLLEGE HOLDS CHILDREN'S ART PROGRAMS AND IS CONTEMPLATING A PROGRAM IN CHILDREN'S MUSIC, TO BE TAUGHT AT A HIGH LEVEL OF INSTRUCTION.

HUMBER COLLEGE HAS BEEN HOLDING DISCUSSIONS WITH THE SAFETY ASSOCIATIONS IN ONTARIO WITH CONCERN TO DEVELOP A COMPLETE PACKAGE INVOLVING SAFETY, TO BE USED IN CONTINUING EDUCATION PROGRAMS AS WELL AS WITH BUSINESS AND INDUSTRY. HUMBER ALSO HAS HELD A SERIES OF ONE-NIGHT PROGRAMS IN HORTICULTURE, DEVELOPED IN CO-OPERATION WITH THE HORTICULTURAL SOCIETY.

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MOST COLLEGES WILL PUT ON ANY KIND OF PROGRAM IF A SPECIFIED NUMBER OF PEOPLE REQUEST IT AND INDICATE READINESS TO ENROLL IN IT. THE MAIN CONCERN HERE IS HAVING ENOUGH PEOPLE TO ENSURE THAT THE COURSE WILL BE SELF-SUPPORTING. TWENTY SEEMED TO BE THE REQUIRED NUMBER FOR SEVERAL COLLEGES.

ONE COLLEGE FEELS THAT A NUMBER OF ORGANIZATIONS WOULD LIKE TO TURN OVER THE RESPONSIBILITY FOR PROGRAMS TO THE COLLEGE. FOR EXAMPLE, ONE LOCAL CHAMBER OF COMMERCE USED TO HAVE ITS OWN EDUCATION COMMITTEE, BUT NOW THE CHAMBER IS REPRESENTED ON THE LOCAL COLLEGE ADVISORY COMMITTEE AND THE EDUCATION COMMITTEE NO LONGER FUNCTIONS. RECENTLY, THE CHAMBER ASKED THE COLLEGE TO PUT ON A SEMINAR FOR THEM. THE COLLEGE'S ATTITUDE IS THAT IT MIGHT NOT BE A BAD IDEA IF SOME OF THESE ORGANIZATIONS WERE TO GO OUT OF BUSINESS AND FIND THEIR OWN LEVEL. ON THE OTHER HAND, IT FEELS THAT, BECAUSE OF THE RESOURCES AND FACILITIES AND PEOPLE WHICH THE COLLEGE HAS, IT WILL BECOME A REAL RESOURCE CENTER FOR ADULT EDUCATION AND OTHER GROUPS WILL COME IN AND USE THESE FACILITIES, RATHER THAN THE COLLEGE'S TRYING TO RUN EVERYTHING. THEY SEE THE COLLEGE BECOMING A CATELYST OR INTEGRATING AGENCY, BUT THE COLLEGE WOULD HAVE TO TAKE THE LEAD.

E) <u>CO-ORDINATION AMONG AGENCIES</u>

THIS RAISES THE QUESTION OF CO-ORDINATION AMONG ADULT EDUCATION AGENCIES WITHIN ANY GIVEN COMMUNITY. AS INDICATED, SOME COLLEGES SAW NO REASON FOR ANY POSITIVE EFFORT IN THIS DIRECTION. OTHERS FELT THAT THEY NEEDED TO IMPROVE THEIR OPPORTUNITIES TO KNOW WHAT IS HAPPENING WITH OTHER AGENCIES. OF THE COLLEGES VISITED, ONLY TWO INDICATED ANY ACTIVE INVOLVEMENT ON A REGULAR BASIS WITH ANY KIND OF CO-ORDINATING BODY. FANSHAWE COLLEGE IS IN COMMUNICATION WITH THE LONDON COUNCIL FOR ADULT EDUCATION WHICH HAS FUNCTIONED FOR SEVERAL YEARS. MOHAWK COLLEGE PARTICIPATES IN A COMMUNITY EDUCATION CO-ORDINATING COMMITTEE WHICH HAS REPRESENTATIVES FROM ALL THE MAJOR EDUCATIONAL AGENCIES IN THE HAMILTON AREA. THOSE OTHER COLLEGES WHICH FELT COMMUNICATION WAS IMPORTANT TENDED TO CARRY IT OUT ON A ONE-TO-ONE BASIS WITH VARIOUS AGENCIES AS DESCRIBED ABOVE. SENECA SEES THE METRODOC (DIRECTORY OF ADULT EDUCATION PROGRAMS IN METROPOLITAN TORONTO) AS SERVING AN IMPORTANT CO-ORDINATING FUNCTION WHICH WILL LEAD TO GREATER CO-ORDINATION AMONG AGENCIES.

THE QUESTION OF AREA COUNCILS TO REPRESENT ALL OF THE ADULT EDUCATION AGENCIES IN A PARTICULAR AREA WAS RAISED AT SEVERAL OF THE COLLEGES AND MET WITH A VARIED RESPONSE. TWO COLLEGES WERE ADAMANTLY OPPOSED TO THE IDEA, SAYING THAT THERE WERE TOO MANY MEETINGS ALREADY AND IF LARGE GROUPS OF PEOPLE GET TOGETHER TO TALK, NOTHING EVER GETS DONE; THINGS ARE ACCOMPLISHED BY ONE OR TWO PEOPLE WHO TAKE RESPONSIBILITY. OTHER COLLEGES WERE VERY ENTHUSIASTIC AND OFFERED COMPLETE CO-OPERATION IF AND WHEN THE TIME CAME. AS INDICATED, A NUMBER OF COLLEGES ARE ALREADY INVOLVED WITH ASSOCIATIONS OR COMMITTEES OF EDUCATIONAL AGENCIES, ALBEIT FREQUENTLY ON A ONE-TO-ONE BASIS AS MENTIONED ABOVE. SOMETIMES THE DEGREE OF ASSOCIATION DID NOT PROCEED PAST THE STAGE OF EXCHANGING INFORMATION OR IDEAS OR OF PARTICIPATING IN JOINT ADVERTISING. MOHAWK AND FANSHAWE, AS INDICATED, WERE INVOLVED WITH MORE FORMAL PLANNING OR CO-ORDINATING BODIES.

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ALGONQUIN SUGGESTED THAT THERE WAS A GOOD DEAL OF CO-ORDINATION ON AN INFORMAL LEVEL AMONG ADULT EDUCATION AGENCIES, INCLUDING THE COLLEGE, IN THE OTTAWA AREA, BUT THAT THERE WAS NOT A READINESS ON THE PART OF THE AGENCIES TO UNDERTAKE FORMAL ORGANIZATION. RATHER, THE COLLEGE SEES A TREND TOWARDS CO-ORDINATION AND CO-OPERATION AMONG AGENCIES FOCUSED ON PARTICULAR ISSUES OR PROBLEMS OR CONCERNS, ACCOMPANIED BY A RESISTANCE AGAINST FORMAL STRUCTURES THAT REQUIRE PEOPLE TO BE CONCERNED ABOUT PROGRAMS AND THE MAINTENANCE OF ORGANIZATIONS. THE COLLEGE THINKS IT WOULD BE USEFUL TO DEVELOP A MODEL FOR ORGANIZING AROUND ISSUES SO THAT THE PROCESS WOULD BECOME MORE "RESPECTABLE," THAT IS, RECOGNIZED AS A VALID WAY OF CO-ORDINATING.

F) <u>COMMUNITY DEVELOPMENT</u>

GENERALLY, THE COLLEGES VISITED OR CONTACTED DID NOT SEEM TO THINK OF THEMSELVES AS HAVING A COMMUNITY DEVELOPMENT APPROACH TO THEIR COMMUNITIES. THE MAJOR EXCEPTION IS ALGONQUIN COLLEGE WHOSE COMMUNITY SELF STUDY PROGRAM WILL BE CONSIDERED IN A LATER SECTION.

IN ADDITION, ONE COLLEGE INDICATED THAT IT WAS TRYING TO THINK THROUGH THE IMPLICATIONS OF ADOPTING A COMMUNITY DEVELOPMENT APPROACH. ITS CONCERN WAS THAT IF PEOPLE BEGIN TO ANALYZE THEIR COMMUNITIES, THEY MIGHT WANT TO BRING ABOUT SOCIAL CHANGE. SUCH A DEVELOPMENT COULD HAVE POLITICAL REPERCUSSIONS FOR THE COLLEGE WHICH BASICALLY SEES ITSELF AS A-POLITICAL. THE COLLEGE WAS TRYING TO WRESTLE WITH THIS QUESTION AS PART OF ITS CONCERN FOR REACHING THE MORE REMOTE COMMUNITIES IN ITS GEOGRAPHICAL AREA. HOWEVER, THE SAME COLLEGE ALSO SAW ITSELF AS A COMMUNITY DEVELOPMENT AGENCY IN ANOTHER SENSE. IT FEELS THAT BY TRAINING SOCIAL WELFARE WORKERS, EARLY CHILDHOOD EDUCATION WORKERS AND RECREATION LEADERS, FOR EXAMPLE, IT IS HELPING THE COMMUNITY BECOME AWARE OF ITS NEEDS IN THESE AREAS; THIS AWARENESS COULD THEN LEAD TO THE CREATION OF PROGRAMS TO MEET THESE NEEDS.

GEORGIAN COLLEGE, WHICH HAS BEEN CONCERNED WITH THE GENERAL ECONOMIC AND SOCIAL STATE OF MANY OF THE SMALLER COMMUNITIES, IS WORKING ACTIVELY WITH ONE IN PARTICULAR. THIS IS A VERY SMALL COMMUNITY WITH LITTLE IN THE WAY OF APPARENT ECONOMIC PROSPECTS. LOCAL RESIDENTS ASKED THE COLLEGE TO SET UP A SEMINAR ON THE FUTURE OF THE COMMUNITY. THE COLLEGE HELD A FARM VACATION COURSE THERE FIRST AND THEN HELPED TO ESTABLISH A LOCAL COMMITTEE WHICH WILL MEET WITH THE COLLEGE TO ORGANIZE THE SEMINAR. THE PURPOSE OF THE SEMINAR WILL BE TO TRY TO DETERMINE HOW THE COMMUNITY CAN SURVIVE; RECREATIONAL PROGRAMS MAY PROVIDE A PARTIAL SOLUTION.

SENECA COLLEGE SAW A ROLE FOR ITSELF IN LENDING EXPERTISE TO COMMUNITY GROUPS WHO ARE CONCERNED ABOUT COMMUNITY PROBLEMS. FOR EXAMPLE, THE COLLEGE PROVIDED ASSISTANCE IN THE FORM OF RESOURCE PERSONS TO A COMMUNITY GROUP INTERESTED IN DOING SOMETHING ABOUT POLLUTION.

SIR SANDFORD FLEMING'S INVOLVEMENT WITH THE HALIBURTON COMMUNITY IN ESTABLISHING A SCHOOL OF FINE ARTS TO HELP BOOST THE LOCALECONOMY HAS ALREADY BEEN CITED.

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HOWEVER, THIS PROJECT DID NOT SEEM TO STIMULATE FURTHER COMMUNITY DEVELOPMENT AS MORE AND MORE OF THE RESPONSIBILITY FOR IT CAME TO REST WITH THE COLLEGE AND THE LOCAL COMMUNITY IS LESS INVOLVED WITH IT THAN AT FIRST. HOWEVER, AS A RESULT OF THE HALIBURTON EXPERIENCE, SIR SANDFORD FLEMING IS GIVING CONSIDERABLE THOUGHT TO ITS RESPONSIBILITY TO OTHER COTTAGE CONCENTRATIONS IN THE AREA TO SEE IF IT HAS A ROLE TO PLAY.

FANSHAWE COLLEGE HAS ESTABLISHED A CENTER FOR ENVIRONMENTAL STUDIES IN THE HOPE OF BEING ABLE TO PARTICIPATE IN THE WAY IN WHICH THE AREA IS DEVELOPING. RESOURCES ARE BEING POOLED TO BE USEFUL TO PEOPLE IN INDUSTRIAL DESIGN, POLLUTION, HEALTH AND WELFARE TO HELP THEM SOLVE PROBLEMS IN THE COMMUNITIES. WHERE A COMMUNITY IS DEVELOPING RECREATION FACILITIES OR SURVEYING A TOWN, FANSHAWE STUDENTS WILL BE MADE AVAILABLE TO THE COMMUNITY. THE CENTER IS ENDEAVOURING TO HELP CITIZENS BECOME MORE KNOWLEDGEABLE ABOUT THE ISSUES OF REGIONAL DEVELOPMENT, AND PUBLIC MEETINGS ARE HELD AT WHICH THE FINDINGS OF RESEARCH STUDIES ARE DISCUSSED AND ALTERNATIVE PROPOSALS CONSIDERED IN ORDER TO HELP CITIZENS PARTICIPATE IN DECISIONS AFFECTING THE REGION.

IT WAS EVIDENT, HOWEVER, THAT COMMUNITY DEVELOPMENT AS A SPECIAL APPROACH TO HELP COMMUNITIES HELP THEMSELVES DID NOT APPEAR TO MOST OF THE COLLEGES AS A MAJOR FUNCTION FOR THEM TO UNDERTAKE.

4. SPECIAL PUBLICS AND SPECIAL PROGRAMS

MOST OF THE COLLEGES HAVE DEVELOPED PROGRAMS FOR WHAT CAN BE CALLED "SPECIAL PUBLICS", A PROCESS VERY LARGELY RELATED TO CONCERN FOR THE RESPECTIVE COMMUNITIES OF THE COLLEGES. SOME COLLEGES HAVE GONE FURTHER THAN OTHERS IN IDENTIFYING PUBLICS TO WHICH THE COLLEGES COULD PROVIDE SERVICE; OTHERS SEEMED TO "SETTLE" FOR THE ONES THAT SEEMED THE MOST OBVIOUS OR VISIBLE.

A) BI-LINGUAL AND BI-CULTURAL COMMUNITIES

ALGONQUIN COLLEGE SEEMED UNIQUE AMONG THE COLLEGES VISITED OR CONTACTED IN THAT THE BOARD OF GOVERNORS OF THE COLLEGE HAD ESTABLISHED AN OFFICIAL POLICY THAT ALGONQUIN HAD A RESPONSIBILITY TO ATTEMPT TO SERVE THE BI-LINGUAL AND BI-CULTURAL CHARACTER OF THE COMMUNITY, THAT IS, TO SERVE BOTH THE ENGLISH AND FRENCH POPULATIONS IN THE AREA. IN ADDITION TO PROGRAMS DEVELOPED FOR THIS PURPOSE WITHIN THE COLLEGE'S GEOGRAPHIC AREA, THE COLLEGE HAS BEEN INVOLVED IN AN EXCHANGE WITH THE CEGEP'S IN QUEBEC.

B) SHIFT WORKERS

ONE OF THE WAYS IN WHICH COLLEGES HAVE ADAPTED TO THE NATURE OF THE INDUSTRIAL WORLD IS IN RELATION TO SHIFT WORKERS. SEVERAL OF THE COLLEGES REPORTED AN ARRANGEMENT WHEREBY TWO SECTIONS OF A COURSE WOULD BE CONDUCTED CONCURRENTLY, ONE IN THE AFTERNOON AND ONE IN THE EVENING, PREFERABLY BY THE SAME INSTRUCTOR AND WITH AN EFFORT TO KEEP COURSE PROGRESS AT THE SAME STAGE IN BOTH SECTIONS. CONSEQUENTLY A WORKER WHO IS ON DAY SHIFT COULD COME TO CLASS IN THE EVENING; WHEN HE SHIFTS TO EVENING WORK, HE THEN COMES TO CLASS IN THE DAYTIME.

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SOME COLLEGES SCHEDULED CLASSES ACCORDING TO THE SHIFTS, SO THAT WHEN THE WORKERS WERE ON DAY SHIFT, THE CLASSES WERE HELD AT NIGHT; WHEN THE WORKERS WENT ON THE NIGHT SHIFT, THE CLASSES THEMSELVES SHIFTED TO DAYTIME. SHERIDAN COLLEGE IN OAKVILLE HAD A DIFFERENT KIND OF ARRANGEMENT WITH NORTHERN ELECTRIC. HERE, RESPONSIBILITY FOR PROVIDING TIME WAS DIVIDED BETWEEN THE FIRM AND THE WORKER, WITH THE FIRM GIVING ONE HOUR AND THE WORKER GIVING ONE HOUR OF HIS OWN TIME. THE CLASSES WERE HELD ON THE SWITCH BETWEEN SHIFTS; IF THE SHIFT CHANGED AT FOUR O'CLOCK, THE CLASSES WOULD BE HELD FROM THREE TO FIVE. FOR DAYTIME WORKERS, THE FIRST HOUR WOULD BE GIVEN BY THE FIRM AND THE SECOND WOULD BE ON THE WORKERS' TIME, AND VICE-VERSA FOR THE LATE SHIFT. ANOTHER COLLEGE REPORTED THAT WHEN IN-PLANT PROGRAMS ARE CONDUCTED, WORKERS ARE GUARANTEED A DAY SHIFT FOR THE DURATION OF THE COURSE. DURHAM COLLEGE HAS HELD WELDING COURSES IN A LOCAL HIGH SCHOOL BETWEEN THE HOURS OF MIDNIGHT AND SIX A.M. FOR GENERAL MOTORS. SENECA CONDUCTED A PROGRAM FOR THE CAMPBELL SOUP COMPANY AT ONE A.M. FOR WORKERS GOING OFF SHIFT. ST. LAWRENCE COLLEGE IS CONSIDERING THE POSSIBILITY OF STORING PROGRAM MATERIAL ON TAPE OR FILM SO THAT SHIFT WORKERS CAN RETRIEVE IT AT THEIR CONVENIENCE.

c) <u>LOW INCOME AND WELFARE PERSONS</u>

GEORGE BROWN COLLEGE'S CONCERN FOR REACHING LOW INCOME, BLUE COLLAR WORKERS LAY BEHIND ITS HOPE TO DISPERSE ITS PROGRAM INTO CONVENIENT, EASILY ACCESSIBLE LOCATIONS SUCH AS STORE FRONTS, CHURCH BASEMENTS, AND SO ON. THE COLLEGE FEELS THAT LOWER INCOME PEOPLE WILL MORE READILY COME TO SUCH PLACES RATHER THAN TO THE LARGE, INSTITUTIONAL TYPE BUILDING WHICH TENDS TO ATTRACT MIDDLE CLASS PEOPLE. THE COLLEGE SEES CABLE TELEVISION AS AN IMPORTANT MEDIUM FOR REACHING LOWER INCOME AND POVERTY GROUPS. GEORGE BROWN HAD ALSO DEVELOPED A PROGRAM THROUGH THE "MOBILE CAMPUS" (TO BE DESCRIBED LATER) FOR "WELFARE MOTHERS" AS A MEANS OF INTRODUCING THEM TO THE COLLEGE BEFORE MOVING INTO A PERMANENT LOCATION. THE PROGRAM HAS HELPED TO PREPARE THESE WOMEN FOR UP-GRADING COURSES. HUMBER EXPRESSED INTEREST IN DEVELOPING NON-VOCATIONAL PROGRAMS FOR UNEMPLOYED PERSONS.

d) <u>LABOUR UNIONS</u>

LITTLE MENTION WAS MADE OF DIRECT CONTACT WITH LABOUR UNIONS, EXCEPT IN THE CASE OF NIAGARA COLLEGE WHICH HAS DEVELOPED AN ACTIVE PROGRAM (TO BE DESCRIBED IN A LATER SECTION). GEORGIAN COLLEGE WAS CONCERNED TO RELATE TO THE UNIONS AND EXPRESSED INTEREST IN BEING INFORMED OF THE EXPERIENCE OF OTHER COLLEGES IN THIS AREA. DURHAM COLLEGE INDICATED THAT UNIONS HAVE ASKED THE COLLEGE FOR COURSES AND THAT UNION MEMBERS ARE ON ALL THE COLLEGE'S ADVISORY COMMITTEES. OF COURSE, PROGRAMS FOR INDUSTRIAL WORKERS INVOLVE A LARGE NUMBER OF UNION MEMBERS, EVEN THOUGH THESE PROGRAMS MAY NOT HAVE BEEN DEVELOPED THROUGH THE DIRECT INVOLVEMENT OF THE UNIONS THEMSELVES.

e) <u>HOUSEWIVES</u>

HUMBER COLLEGE HAS SET UP A SUPERMARKET FOR OFFICE SKILLS IN ITS QUEENSWAY CAMPUS. THE SUPERMARKET, INTENDED FOR HOUSEWIVES WHO WISH TO RETURN TO THE LABOUR MARKET AND WHO NEED TO BRUSH UP ON THEIR SKILLS, IS OPEN FROM EIGHT A.M. TO TEN P.M.,

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AND EQUIPPED WITH TYPEWRITERS, ADDING MACHINES, ETC. AND WITH RESOURCE PERSONS AVAILABLE TO PROVIDE INDIVIDUAL HELP AS REQUIRED. THE INDIVIDUAL PROGRAMS ARE ALL ON CASSETTE TAPES. THE WOMEN CAN COME IN AT ANY TIME AND LEARN AT THEIR OWN SPEED. ARRANGEMENTS HAVE BEEN MADE WITH EMPLOYMENT AGENCIES TO REFER WOMEN TO THE SUPERMARKET. THE COST IS $3.00 A WEEK, BUT SPECIAL ARRANGEMENTS WOULD BE MADE FOR WELFARE RECIPIENTS IF NECESSARY. HUMBER HAS ALSO EXPRESSED AN INTEREST IN PROVIDING NON-VOCATIONAL PROGRAMS FOR HOUSEWIVES. ST. LAWRENCE COLLEGE HAS SCHEDULED PROGRAMS IN THE MORNING FOR THE CONVENIENCE OF HOUSEWIVES. OTHER COLLEGES HAVE EXPERIMENTED IN AN EFFORT TO FIND SUITABLE TIMES FOR HOUSEWIVES, WITH ONE COLLEGE REPORTING THAT AFTERNOONS SEEMED BETTER.

F) ETHNIC GROUPS

COLLEGES IN URBAN CENTERS WITH LARGE NUMBER OF IMMIGRANTS WERE, OF COURSE, HEAVILY INVOLVED IN PROGRAMS OF TEACHING ENGLISH AS A SECOND LANGUAGE. BEYOND THAT, HOWEVER, CONCERN FOR ETHNIC AND RACIAL GROUPS VARIED WITH THE COLLEGES. SOME COLLEGES IN URBAN AREAS CONTAINING LARGE NUMBERS OF IMMIGRANTS SEEMED TO HAVE SURPRISINGLY LITTLE DIRECT CONTACT WITH THE IMMIGRANTS OR WITH ETHNIC ORGANIZATIONS. MOHAWK REPORTED HOLDING DISCUSSIONS WITH COSTI (AN ITALIAN ORGANIZATION) AND THE FEDERAL CITIZENSHIP BRANCH, BUT SO FAR NO PROGRAM HAD MATERIALIZED. MOHAWK HOPES TO REACH ETHNIC GROUPS THROUGH THE INTERNATIONAL FOLK MUSIC FESTIVAL.

ONE NOTABLE UNDERTAKING HAD BEEN MADE BY HUMBER COLLEGE WHICH HAD INVOLVED SOME 600 PEOPLE, INCLUDING A HIGH PERCENTAGE OF ITALIANS, IN UP-GRADING PROGRAMS IN THE BOROUGH OF YORK. TRAINING IN BASIC ITALIAN WAS GIVEN TO 128 PEOPLE FROM THE BOROUGH OF YORK, RANGING FROM GARBAGE MEN TO BOROUGH ENGINEERS AND PERSONNEL OFFICERS, SO THAT THEY COULD DEAL MORE EFFECTIVELY WITH THE RESIDENTS OF THE BOROUGH. THE COURSE WAS TAUGHT BY FIRST GENERATION ITALIAN CANADIANS AND COURSE CONTENT INCLUDED ITALIAN CUSTOMS AND CULTURE.

GEORGIAN COLLEGE WAS AWARE OF SOME OF THE PROBLEMS OF THE BLACK POPULATION IN THE OWEN SOUND AREA AND OF THE EXISTENCE OF THE OWEN SOUND HUMAN RIGHTS COMMITTEE. GEORGIAN'S OWEN SOUND REPRESENTATIVE EXPRESSED INTEREST IN CO-OPERATING WITH THESE GROUPS AND WITH THE ONTARIO HUMAN RIGHTS COMMISSION IN HUMAN RIGHTS EDUCATIONAL PROGRAMS.

ONE COLLEGE REPRESENTATIVE VOICED THE OPINION THAT COLLEGES SHOULD NOT PROVIDE PROGRAMS FOR SPECIFIC ETHNIC GROUPS. THIS IS SEEN AS ENCOURAGING ISOLATION AND "HYPHENATED CANADIANISM". RATHER, ALL THE COLLEGE'S PROGRAMS SHOULD BE OPEN TO EVERYONE.

A NUMBER OF COLLEGES ARE SITUATED NEAR INDIAN COMMUNITIES. GEORGIAN COLLEGE HAS HELD PROGRAMS ON INDIAN RESERVES IN ITS AREA. UP-GRADING PROGRAMS WERE HELD ON BOTH THE CAPE CROKER AND SAUGEEN RESERVES, WITH A HIGH PERCENTAGE OF STUDENTS ON EACH RESERVE CONTINUING THROUGH TO GRADUATION. THIS PAST SUMMER A SIX-WEEK COURSE IN INDIAN LANGUAGE AND CULTURE FOR SENIOR STUDENTS WAS SPONSORED AND FINANCED BY THE CAPE CROKER BAND COUNCIL. THE COURSE WAS HELD ON THE RESERVE WITH AN INDIAN

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INSTRUCTOR WHO WAS A FORMER SCHOOL TEACHER. GEORGIAN COLLEGE CO-OPERATES WITH THE ONTARIO FOLK SCHOOL COUNCIL WHICH OVER THE YEARS HAS HELPED TO LOCATE INDIAN LEADERSHIP IN THE AREA. SIR SANDFORD FLEMING IS VERY MUCH INTERESTED IN THE INDIAN POPULATION OF APPROXIMATELY 1400 CONCENTRATED ON OR NEAR INDIAN RESERVES NEAR PETERBOROUGH. AN INDIAN SOCIAL WORKER HAS BEEN ENGAGED ONE DAY A WEEK ON A YEAR'S CONTRACT TO WORK WITH THE INDIAN COMMUNITY, TRYING TO DISCOVER HOW THE COLLEGE CAN BE USEFUL TO THE INDIAN PEOPLE. FANSHAWE COLLEGE IS EXPLORING THE POSSIBILITIES OF WORKING WITH NEARBY INDIAN COMMUNITIES. IT HOPES TO BE ABLE TO TAKE PROGRAMS TO THE INDIANS, TO ENCOURAGE THEM TO BECOME STUDENTS OF THE COLLEGE, AND ALSO TO HAVE COURSES IN INDIAN STUDIES FOR THEIR OWN STUDENTS. SENECA COLLEGE IS LOOKING INTO THE POSSIBILITY OF SOME KIND OF INDIAN STUDIES PROGRAM.

g) <u>FARMING POPULATION</u>

SOME OF THE COLLEGES VISITED WERE CONCERNED ABOUT THE RURAL, FARMING POPULATION WITHIN THEIR GEOGRAPHIC AREAS. FANSHAWE HAS DEVELOPED A NUMBER OF PROGRAMS. ONE OF THESE IS THE TWO-YEAR DIPLOMA COURSE IN AGRICULTURE CARRIED ON IN BOTH WOODSTOCK AND SIMCOE. THIS CAME ABOUT THROUGH AN AGREEMENT BETWEEN THE COLLEGE AND THE DEPARTMENT OF AGRICULTURE. UNDER THE AGREEMENT, THE COURSES ARE NOT RESIDENTIAL AND DO NOT INVOLVE LIVESTOCK NOR CROPS. THE STUDENTS USE THEIR OWN FARMS FOR LABS OR THE COLLEGE CAN RENT SPACE FOR LABS. THE COLLEGE'S EMPHASIS IS ON FARM BUSINESS MANAGEMENT. THE ADVISORY COMMITTEE IS COMPOSED OF REPRESENTATIVES OF BOTH FANSHAWE AND THE DEPARTMENT OF AGRICULTURE, AND IT HAS EXECUTIVE POWER TO MAKE DECISIONS - ITS RECOMMENDATIONS GO DIRECTLY TO THE BOARD OF GOVERNORS OF THE COLLEGE. STAFFING IS DONE JOINTLY WITH THE DEPARTMENT HANDLING THE STRICTLY AGRICULTURAL SESSIONS AND THE COLLEGE OTHER SUBJECTS, SUCH AS COMMUNICATIONS. ONE WAY IN WHICH THE ADVISORY COMMITTEE IN WOODSTOCK WAS EFFECTIVE WAS IN HAVING THE DIPLOMA COURSE OPENED TO PART-TIME STUDENTS - THESE ARE OLDER PRACTISING FARMERS WHO ATTEND CLASSES DURING THE DAY. NIAGARA COLLEGE IS CONCERNED WITH THE FRUIT FARMERS IN THE NIAGARA DISTRICT. PROGRAMS INCLUDE A DAY PROGRAM THROUGH THE COLLEGE'S DEPARTMENT OF HORTICULTURE, A DIPLOMA COURSE THROUGH THE EXTENSION DIVISION, AND A FARM MANAGEMENT COURSE IN ST. CATHARINES.

GEORGIAN COLLEGE HAS BEEN VERY MUCH CONCERNED ABOUT ITS RURAL POPULATION, ESPECIALLY SINCE A LARGE PART OF THE AREA IS EXTREMELY MARGINAL AS FAR AS FARMING IS CONCERNED. FARM MANAGEMENT COURSES HAVE BEEN HELD WITH THE CO-OPERATION OF THE DEPARTMENT OF AGRICULTURE REPRESENTATIVES AND WITH SUPPORT FROM ARDA. THERE HAS ALSO BEEN CO-OPERATION WITH THE BEEF CATTLE ORGANIZATION AND WITH THE GEORGIAN BAY APPLE GROWERS.

A PROGRAM UNIQUE WITH GEORGIAN COLLEGE IS THE FARM VACATION COURSE. THE PRACTICE OF URBAN PEOPLE SEEKING VACATIONS ON FARMS IS BECOMING INCREASINGLY POPULAR. THE PURPOSE OF THE PROGRAM IS TO ENABLE THE FARM FAMILIES TO UNDERTAKE TO OPEN THEIR HOMES FOR THIS PURPOSE IN A WAY THAT IS SOUND ECONOMICALLY AND AT THE SAME TIME SATISFYING FOR THE VISITORS. THE PROGRAM HELPS THE FAMILIES TO UNDERSTAND THE KINDS OF PROBLEMS THAT MIGHT ARISE AND HOW TO COPE WITH THEM EFFECTIVELY. THE COLLEGE ENROLLS FARM COUPLES FOR THE PROGRAM, AS IT IS A FAMILY VENTURE, WITH PEOPLE STAYING IN THEIR HOME.

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FOR EXAMPLE, THE MAN HAS TO UNDERSTAND WHAT IS INVOLVED FOR HIS WIFE AND SEE THAT SHE GETS CASH FOR HER EFFORTS. TWO SUCH PROGRAMS HAVE BEEN HELD, ONE WITH TWENTY COUPLES AND THE SECOND WITH TWELVE. THE GROUPS HAVE FORMED ADVERTISING AGENCIES AND UNITS OF THEIR OWN TO WORK IN THEIR AREA. THIS PROGRAM IS SEEN AS A MEANS OF BOOSTING THE ECONOMY IN MARGINAL FARM AREAS.

H) RESORT OPERATORS

COLLEGES SUCH AS GEORGIAN AND SIR SANDFORD FLEMING ARE IN AREAS WHERE RESORT OPERATION IS A CONSIDERABLE SOURCE OF LIVELIHOOD AND THE COLLEGES' ATTENTION HAS TURNED TOWARDS THIS FIELD. SIR SANDFORD FLEMING SEES TOURISM AS THE ECONOMIC FUTURE OF THE AREA AND IT IS PLANNING A FULL-TIME PROGRAM IN TOURISM AND TRANSPORTATION WHICH WOULD ENABLE THE COLLEGE TO BRING IN GROUPS OF EXPERTS ON TRANSPORTATION, TOURISM, RECREATION LEADERSHIP AND NATURAL RESOURCES. THE COLLEGE WOULD THEN BE ABLE TO OFFER SPECIFIC PROGRAMS ON SPECIFIC ITEMS WHICH WOULD HELP THE TOURIST OPERATORS WHO CANNOT AFFORD FULL TIME STUDY. SUCH PROGRAMS MIGHT INVOLVE ONE, TWO OR THREE-DAY COURSES FOR RESORT STAFF SUCH AS TRAINING LOCAL GIRLS TO BE WAITRESSES, OR SHORT WORKSHOPS FOR RESORT OPERATORS ON TOPICS LIKE FINANCIAL MATTERS AND ACCOUNTING. GEORGIAN COLLEGE HAS A COURSE IN RESORT MANAGEMENT FOR LOCAL RESORT OPERATORS. THIS COURSE FREQUENTLY ATTRACTS THE SONS AND DAUGHTERS OF RESORT OWNERS WHO ARE PARTICIPATING IN THE FAMILY RESORT BUSINESS.

I) LAW ENFORCEMENT PERSONNEL

SEVERAL COLLEGES ARE PROVIDING PROGRAMS FOR LAW ENFORCEMENT PERSONNEL, SOMETIMES ORGANIZED ON THE INITIATIVE OF THE COLLEGES AND SOMETIMES BY LOCAL POLICE GROUPS. PROGRAMS FOR POLICE AT NIAGARA COLLEGE INCLUDE CRIMINOLOGY, BUT FREQUENTLY THE EMPHASIS IS LESS ON LAW ENFORCEMENT AND TECHNICAL POLICE WORK, AND MORE ON THE SOCIAL SCIENCES, PARTICULARLY SOCIOLOGY AND PSYCHOLOGY. SIR SANDFORD FLEMING'S PROGRAM FOR POLICE ALSO INCLUDES ENGLISH.

J) SPECIAL PROGRAMS

IN ADDITION TO THE PROGRAMS OUTLINED ABOVE INVOLVING EFFORTS TO RELATE TO COMMUNITIES IN PARTICULAR WAYS OR TO MEET THE NEEDS OF SPECIAL PUBLICS, SEVERAL COLLEGES HAVE DEVELOPED OR HOPE TO DEVELOP, PROGRAMS WHICH SEEM WORTHY OF NOTE.

ST. LAWRENCE COLLEGE, FOR EXAMPLE, DEVELOPED A CHILDREN'S LITERATURE COURSE INTENDED PRIMARILY FOR THE EARLY CHILDHOOD EDUCATION STUDENTS. THE FRONTENAC COUNTY BOARD OF EDUCATION HEARD ABOUT IT AND EXPRESSED INTEREST IN ITS BEING PROVIDED FOR KINDERGARTEN AND FIRST AND SECOND GRADE TEACHERS. IT MIGHT ALSO BE MADE AVAILABLE TO HOME AND SCHOOL ASSOCIATIONS IN ORDER TO REACH PARENTS. A CHILDREN'S THEATRE COURSE, WHICH WOULD BE OPENED UP TO THE COMMUNITY, HAS ALSO BEEN UNDER CONSIDERATION.

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George Brown College is planning a Waterfront Campus to be established in Harbour City, when the latter is developed. A Marine School will be one aspect of the program there. The feeling is that, in this instance, both the college and the residents will arrive simultaneously and will discover each other.

Humber College has undertaken a number of programs which seemed unique from the point of view of the survey. The college co-operated with the Experiment in International Living by acting as hosts for visitors from Japan, Chile, and Mexico; crash programs in English, sightseeing, billets, and so on were all arranged by the college. In another project, the Social Planning Council of Metropolitan Toronto has been given space in the Queensway campus so that Humber students in social welfare programs, public relations, political science or arts and science, can help the Council with surveys and projects in the community. This developed out of recognition by the college that many students to-day are concerned about social issues and underprivileged people, and this arrangement would give them an opportunity to become involved. The college hopes to move into the direction of working with social groups concerned to bring about social change such as community groups that want to tackle problems like pollution or traffic congestion.

The "Seneca Mile" represents a unique attempt by Seneca College to take students out into the wider community. Two busloads of students travelled for five weeks in the summer on an educational tour that took them through Eastern Ontario, Quebec, the Maritimes and Newfoundland. The students came back having learned a great deal about the geography and history of Canada and very much impressed with the natural resources of the Country.

Algonquin mentioned a number of programs which involved different ways of relating to the community. The course on family life studies, for example, involves teachers on the college's staff but no day students. The course is completely oriented towards the community. One project has been directed towards training community leadership, that is, training people in the community to develop family life and family studies programs.

The students in the School of Business at Algonquin have embarked on projects which have taken them beyond the college environment. For example, they convened the National Conference on Youth Travel which brought together people from across Canada to a county-wide meeting in September 1970. This project was seen as a recognition of the particular setting of the college in the nation's capital. The business students also organized a one-day conference which brought the businessmen of the community to the college. This served the function of enabling the students to learn something about employment prospects, but it also helped to interpret the college to the business community.

(Other special programs are described separately in the "Case Studies" section of this report).

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5. MEDIA

THE COLLEGE WHICH PLANS TO MAKE THE MOST USE OF MULTI-MEDIA TO REACH AND LINK TOGETHER THE VARIOUS COMMUNITIES IN ITS AREA IS CONESTOGA WITH ITS CONCEPT OF THE "MOSAIC CAMPUS." THIS WILL BE DESCRIBED IN A LATER SECTION.

OTHER COLLEGES SEE CABLE TELEVISION AS A POSSIBLE MEANS OF REACHING SMALL COMMUNITIES. FANSHAWE COLLEGE, FOR EXAMPLE, IS NEGOTIATING TO HAVE ITS OWN TELEVISION PROGRAM WHICH IT HOPES WILL FEED INTO A LOCAL CABLE STATION, AS WELL AS HAVING ITS OWN FM RADIO STATION. THE PURPOSE IS TO BRING THE COLLEGE INTO THE HOMES.

GEORGE BROWN COLLEGE, AS MENTIONED EARLIER, BELIEVES THAT CABLE TELEVISION HAS CONSIDERABLE POTENTIAL FOR REACHING A LOCALIZED AUDIENCE, RECOGNIZING THAT PEOPLE HAVE A TV SET, NO MATTER WHAT THE LEVEL OF INCOME MAY BE. THE COLLEGE HAS FOUND, AS MENTIONED ABOVE, THAT THE LOWER THE SOCIO-ECONOMIC LEVEL, THE HIGHER THE RELUCTANCE TO COME TO AN ESTABLISHED INSTITUTION. THE COLLEGE IS NOT, THEREFORE, REACHING A GREAT MANY PEOPLE WHO MIGHT BENEFIT FROM THE COLLEGE'S SERVICES AND CABLE TV SUGGESTS ONE WAY OF FILLING THIS VOID. ONE COLLEGE HAD HOPED TO UTILIZE EDUCATIONAL TELEVISION TO REACH SMALL COMMUNITIES, BUT PLANS FOR A MULTI-SPONSORED CABLE STATION DID NOT MATERIALIZE, AND THE COLLEGE FEELS THAT IT MIGHT HAVE BEEN BETTER TO HAVE PROCEEDED ON ITS OWN. SENECA OPERATES A RADIO STATION VIA CABLE AND SEES GREAT POTENTIAL FOR EDUCATIONAL TELEVISION IN THE FUTURE.

ST. LAWRENCE COLLEGE IS CONTEMPLATING A COMBINATION OF MEDIA AND INSTRUCTIONAL TECHNIQUES FOR RURAL AREAS. ONE POSSIBILITY IS A COMBINATION OF CORRESPONDENCE COURSES COMBINED WITH PERSONAL CONTACT (RESOURCE PERSONS VISITING THE COMMUNITIES ON A REGULAR BASIS) AND POSSIBLY TELEVISION. MOBILE LIBRARIES AND TELEPHONE CONFERENCES ARE ALSO BEING CONSIDERED. (THE SUB-COMMITTEE HAS BECOME AWARE FROM A NUMBER OF SOURCES OF INVOLVEMENTS OF OTHER COLLEGES IN BOTH RADIO AND CABLE TELEVISION VENTURES, BUT AS THESE WERE NOT DISCUSSED DURING THE VISITS, THEY THEREFORE COULD NOT BE INCLUDED IN THIS REPORT).

6. THE COLLEGE AS A LEARNING INSTITUTION IN RELATION TO COMMUNITY

COLLEGES ARE EXPERIMENTING WITH A VARIETY OF LEARNING APPROACHES. THE MOST NOTABLE IS SHERIDAN COLLEGE WHICH IS DEVELOPING A UNIQUE LEARNING ENVIRONMENT AS A FUNDAMENTAL ASPECT OF ITS TOTAL APPROACH TO LEARNING. (THIS IS DESCRIBED IN A LATER SECTION)

AT SIR SANDFORD FLEMING, AN EFFORT HAS BEEN MADE TO HAVE EXTENSION STUDENTS PARTICIPATE IN THE PLANNING AND PRE-SCHEDULING OF COURSES. THE STUDENTS IDENTIFY THE INTERESTS AND HELP PLAN THE PROGRAM IN THE SPRING SO THAT THEY WILL KNOW THEN WHAT THE FALL SCHEDULE WILL BE.

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St. Lawrence College is hoping to develop a module approach for all programs so that previous background can be recognized and students will not have to start from the beginning. The college would like to see a system whereby students can take programs at any community college and get credit for blocks of training; in other words, the objective would be a system of portable training.

Seneca College had some interesting concepts with regard to the kind of learning environment the college can create. For one thing, they see the college as providing an opportunity for <u>continuity</u> in learning for individuals. For example, a person might come to a day program for a semester or two; he might then go out to a job where programs are being offered by the college's Business and Industry Division on an in-plant basis; later he might come back to the college for evening courses through the Continuing Education Division. Seneca also expressed concern for the level of study abilities which students bring with them to the college, particularly if they have been away from school for some time. A function of the college's counselling service is to help assess the abilities of students in such areas as written and spoken English, reading, etc. and to provide assistance in improving or acquiring study skills where the need is indicated.

Field placements represent one area where the college's instruction program and the community come together. In many colleges, students in recreation leadership, nursery school education, child care, social welfare and other programs are placed in various institutions on a regular basis throughout their training program. Some colleges are hoping eventually to have all their programs on this basis so that classroom and practical experience can be integrated.

Colleges varied in terms of their approach to extension departments and extension directors. A number of colleges, of course, have either extension or continuing education departments or divisions with directors to go along with them. However, there were instances of a college having an extension department without a director. Durham College is in this situation. The purpose is to attempt to tie in extension programs with the day programs as much as possible, so that people can come either day or night, regardless of the particular program they are in. Emphasis is on keeping the day and evening programs similar except that it is not possible to provide laboratory training in the evening; however, the view is that if people are working, laboratories are less important. The college expects that the extension program will become just as important, if not more important than the day program, and the hope is to make it possible for extension students to get Diplomas. They can now obtain six-subject certificates; if they get enough credits so that they can then spend eight months (two semesters) in day school, they will get diplomas. Mohawk College reported that the day program is being revised so that part-time students can get the same diploma as full-time students. Seneca reported that students can shift from day to evening programs and, also, students who miss some of the requirements for their diplomas can pick them up in the summer or evenings.

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St. Lawrence College does not have a separate extension department, and does not plan one despite the fact that it has hired a Co-ordinator of Continuing Education. Rather, full time teaching staff are used to teach both day and evening, and also part-time staff are hired when needed for both day and evening courses. For example, the college brings in lawyers or doctors to teach specific courses. The daytime and evening programs are inter-changeable; the college does not run two different programs for credit. Students can go full time or part-time and switch back and forth. Some day students take a course at night because it is the only time that particular course is offered. The college can therefore offer a broader spectrum of options than if it just scheduled for day time students. For instance, in the law program, the business courses are taught in the daytime; the law courses are scheduled in the evening to include also part-time students. Students can enroll in a single course without proceeding towards a certificate. In other words, the college is using straight time-tabling as a technique of community involvement. The emphasis is on maximum flexibility. Some courses are offered at noon to enable employed people to take them during their lunch hour. The philosophy behind this approach is to provide the same opportunities for all students, to provide the same quality of education, whether they are post-secondary, retraining, full time or part-time. Financial concern enters the picture here regarding the problem of obtaining subsidy for non-credit programs.

George Brown College is one of the colleges without a Director of Extension. The rationale is that the presence of such a person would absolve all other members of staff from any responsibility for extension programs. At present, for example, in the field of plumbing, there is need for a total relationship between the college and the plumbing industry, so that there is job training on different levels within the industry. Courses are held in the extension division, but they relate to the whole industry. The college feels that an extension director cannot be an expert in all the programs offered in extension; it is necessary to maintain contact between the various departments of the college and the field.

Most of the colleges visited were asked about the relative percentages of students coming out of high school and of mature students; replies varied. Sheridan reported less than 10 per cent as mature students while George Brown has 80 percent. Other colleges gave figures such as one quarter or one third of the student population being mature students. All agreed that there was considerable difference in motivation with the mature students being much more purposeful, more able to apply themselves and performing better. They know why they are back in school, they are paying for it, and they are determined to get the most out of it. At one or two colleges, support was given for the idea that all students should be out working for a year or two before coming to a college. Reasons given for the better motivation and higher performance included the fact that the mature students have had a breathing spell before resuming studies; they were not "hassled" at the colleges - what they did was up to them; the colleges offered a variety of programs and choice with each program; course content was frequently relevant to the purposes of the students.

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GEORGIAN COLLEGE EXPRESSED VIEWS ABOUT ADULT EDUCATION. IT FEELS THAT EVERYBODY IN THE SCHOOL SHOULD BE INVOLVED IN ADULT EDUCATION, SO THAT BOTH DAY AND EVENING STUDENTS RECEIVE THE SAME SERVICES. THIS MEANS THAT THE SCHOOL SHOULD APPEAR AS IT DOES IN THE DAYTIME, WITH PART OF THE FRONT OFFICE STAFF THERE IN THE EVENING (STAGGERING HOURS), THE LIGHTS ON, THE CAFETERIA OPEN, AND SO ON. THE COLLEGE REPORTED PLANS TO HAVE STAFF IN THE FRONT OFFICE IN THE EVENINGS.

VERY FEW OF THE COLLEGES THOUGHT THAT IT WAS THEIR FUNCTION TO PROVIDE AN AVENUE TO UNIVERSITY FOR STUDENTS WHO EITHER HAD NOT ASPIRED TO THIS LEVEL BEFORE OR WHOSE HIGH SCHOOL RECORD HAD MADE THEM INELIGIBLE FOR ADMISSION TO UNIVERSITY. HOWEVER, IT WAS RECOGNIZED THAT SOME STUDENTS DID GET "TURNED ON" AFTER BEING IN THE COLLEGE SETTING AND THEN WANTED TO AND, IN MANY CASES, DID PROCEED TO UNIVERSITY. THIS WAS SEEN AS A LEGITIMATE CHANGE IN GOAL ON THE PART OF THE STUDENT. APPARENTLY, IN THE PREVIOUS YEAR, A FEW HUNDRED GRADUATES OF COMMUNITY COLLEGES WENT TO UNIVERSITY AND RECEIVED CREDIT FOR THEIR COLLEGE WORK.

ANOTHER AREA FREQUENTLY DISCUSSED DURING THE VISITS WAS THE QUALIFICATIONS OF INSTRUCTORS. MOST COLLEGES WERE MORE CONCERNED ABOUT A PERSON'S PRACTICAL OR WORK EXPERIENCE (A MINIMUM OF THREE YEARS) THAN WITH WHETHER OR NOT HE HAD RECEIVED TEACHER TRAINING. ONE COLLEGE, HOWEVER, FELT THAT IT WAS IMPORTANT TO HAVE A NUMBER OF EDUCATIONALISTS ON STAFF, PARTICULARLY IN KEY POSITIONS.

7. FINANCES

CONCERN ABOUT FINANCES VARIED, AT LEAST AS EXPRESSED DURING THE VISITS. THE GREATEST OBSTACLE IN THE WAY OF PROVIDING PROGRAMS OF SERVICE TO THE COMMUNITY SEEMED TO BE FORMULA FINANCING, WITH SUBSIDIES AVAILABLE ONLY FOR CREDIT PROGRAMS. THIS MEANS THAT EXTENSION PROGRAMS OR EXPERIMENTAL PROJECTS WHICH MIGHT BE OF DIRECT BENEFIT TO THE COMMUNITY HAD TO BE SELF-SUPPORTING. THIS COULD SERVE TO LIMIT THE KINDS OF PROGRAMS AND INNOVATIONS WHICH A COLLEGE MIGHT OTHERWISE BE READY TO CONSIDER. ONE COLLEGE, FOR EXAMPLE, SEES THE FINANCIAL SITUATION AS A REAL BARRIER TO COMMUNITY INVOLVEMENT. THE COLLEGE WOULD LIKE TO SEND OR PLACE STAFF PEOPLE IN THE SMALLER COMMUNITIES BUT, FOR FINANCIAL REASONS, IT DOES NOT SEE THIS AS AN IMMEDIATE PROSPECT. THE COLLEGE FEELS THAT IT COULD USE A MARKETING MAN ON THE STAFF TO STUDY THE MARKET AND FIND OUT WHAT THE COMMUNITY NEEDS, BUT SO FAR THE FINANCIAL RESOURCES TO HIRE SUCH A PERSON ARE NOT AVAILABLE. FURTHERMORE, THE COLLEGE REALIZES THAT IF SUCH A MAN WERE ENGAGED, MORE MONEY WOULD BE NEEDED TO MEET THE NEEDS THAT WOULD BE UNCOVERED.

ON THE OTHER HAND, ANOTHER COLLEGE, WITH WIDESPREAD CONCERN FOR REACHING INTO ALL SECTIONS OF ITS GEOGRAPHIC TERRITORY, FELT THAT FINANCES WERE NOT A MAJOR PROBLEM: IF THE APPROACH OF THE COLLEGE WAS VALID, IF THE COMMUNITY HAD REAL NEEDS AND IF THE COLLEGE MADE A DETERMINED EFFORT TO MEET THESE NEEDS, THEN FUNDS COULD BE FOUND FOR THE PURPOSE.

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AS A SPECIFIC INSTANCE OF FINANCIAL CONSTRAINT, MOHAWK CITED THE DUNDAS VALLEY SCHOOL OF ART WHICH IS A REPUTABLE SCHOOL WITH HIGH ART STANDARDS, BUT WHICH NEEDS NEW QUARTERS AND FINANCIAL ASSISTANCE. THE COLLEGE WOULD LIKE TO FIND A WAY OF AFFILIATING WITH THE SCHOOL AND GIVING IT THE SUPPORT IT NEEDS, BUT FINANCIAL RESOURCES TO DO SO ARE NOT AVAILABLE AT THE PRESENT TIME.

SENECA REPORTED FINANCIAL CONSTRAINTS WITH REGARD TO NEW CREDIT PROGRAMS. IT WAS PERMITTED TO OFFER LESS THAN HALF OF THE NEW PROGRAMS REQUESTED, EVEN THOUGH THE NEED FOR THESE HAD BEEN CAREFULLY RESEARCHED AND INDICATED, AND IT WAS TOLD THAT SENECA HAD ASKED FOR MORE NEW COURSES THAN THE OTHER COLLEGES COMBINED. HOWEVER, SENECA POINTS TO THE EXTREMELY HIGH POPULATION DENSITY IN ITS AREA (600,000 IN THE BOROUGH OF NORTH YORK ALONE), WITH 25,000 LIVING IN THE MILE SQUARE AROUND THE FINCH CAMPUS, AND SUGGESTS THAT SPECIAL CONSIDERATION SHOULD BE GIVEN TO COLLEGES SITUATED IN THE MIDST OF SUCH POPULATION CONCENTRATIONS.

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IV CASE STUDIES

In addition to the projects and processes described in the previous section whereby the community colleges visited or contacted were attempting to relate to and be concerned about their communities, a few examples came to light of what seemed to be unique efforts on the part of specific colleges to be involved with their communities. These are described below. In addition, the sub-committee was most impressed with the attempt by Sheridan College to create a special kind of learning environment and it was agreed that a description of this should also be included.

1. Algonquin College - Community Self Study Project

Of all the projects described by the colleges, the one that seems most related to a community development approach is the self study project being undertaken by the Extension Division of Algonquin College, known as the Community Development Demonstration Project.

Approximately two years ago, the Extension Division of Algonquin included a paragraph in one of its brochures which said that the college would be interested in working with any community group on analyzing community needs and developing some programs based on community needs, particularly if they were educational in nature. The result was two responses, one from Almonte, a small town about 30 miles from Ottawa with a population of 3600, and the other from South-east Ottawa, an older suburban area. The Extension Division developed self study programs in each community. Encouraged by the success of these programs, the Division applied to the Canadian Council on Urban and Regional Research for a grant which it received and which enabled it to hire a project director for one year to see how this approach could be more fully developed for other communities in the area and, as well, to explore the wider implications of this approach to the community.

Essentially, the self study approach is one of helping the community to identify its needs, to understand the dimensions of its needs and problems, to locate indigeneous leaders, to locate available resources, to identify and develop the skills needed to deal with community problems, and to acquire the confidence with which to tackle these problems.

The assumptions underlying the approach are that change is constant in to-day's society, that many citizens are concerned with problems and issues in their communities which arise from the process of change and that they are anxious to participate in dealing with these problems and issues, but that they are frequently frustrated because they lack the skills and knowledge which would enable them to understand the problems themselves, and their implications more fully as well as the means of effectively solving these problems. The role of the college, therefore, in the self-study process, is to help citizens develop the skills for participation in the solving of community problems.

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THE COLLEGE STRESSES THAT ITS ROLE IS EDUCATIONAL AND THAT IT TAKES NO RESPONSIBILITY FOR ACTION WHICH MIGHT ENSUE AS A RESULT OF THE SELF-STUDY PROCESS; THIS IS THE RESPONSIBILITY OF THE COMMUNITY AND OF THE PARTICIPANTS IN THE PROGRAM. HOWEVER, PARTICIPANTS ARE EXPECTED TO BE COMMITTED TO SOME KIND OF ACTION FOLLOWING THE SELF STUDY PROCESS.

THE SELF STUDY PROCESS INVOLVES ASKING PARTICIPANTS CERTAIN QUESTIONS ABOUT THEIR COMMUNITY; FOR EXAMPLE, WHAT ARE SOME OF THE CONCERNS WHICH YOU HAVE IN THE COMMUNITY? WHAT KIND OF COMMUNITY DO YOU WANT THIS TO BECOME? HOW DO YOU RELATE TO YOUR NEIGHBOUR ON THE OTHER SIDE OF TOWN? WHAT IS THE ROLE OF EDUCATIONAL INSTITUTIONS IN THE COMMUNITY? WHAT SERVICES ARE LACKING IN THE COMMUNITY?

IN ALMONTE, IT BECAME EVIDENT AS THESE QUESTIONS WERE RAISED THAT CITIZENS WERE INVOLVED IN A CONFLICT BETWEEN THOSE WHO WANTED TO PRESERVE THE RESIDENTIAL CHARACTER OF THE COMMUNITY AND THOSE WHO WERE CONCERNED WITH THE DEVELOPMENT OF INDUSTRY. THIS CONFLICT DID NOT GET RESOLVED DURING THE SELF STUDY PROJECT, BUT THE PEOPLE HOLDING THE TWO POINTS OF VIEW FOUND THAT BOTH REQUIRED GOOD PLANNING AND, AS A RESULT, A PLANNING BOARD HAS BEEN ESTABLISHED. THERE IS NOW CONCENSUS THAT BOTH POINTS OF VIEW SHOULD BE ACCOMMODATED, SO THAT WHATEVER KIND OF COMMUNITY DEVELOPS AS A RESULT OF INDUSTRY, THE RESIDENTIAL QUALITY OF LIFE WILL BE PRESERVED.

IN SOUTHEAST OTTAWA, RESPONSE TO THESE KINDS OF QUESTIONS INDICATED A CONCERN FOR BETTER RECREATION PROGRAMS CLOSER TO WHERE THE CITIZENS LIVED. IT WAS DISCOVERED THAT THERE WAS AN ABUNDANCE OF RECREATION FACILITIES IN THE AREA, BUT THE PEOPLE IN THE RENT-TO-INCOME DEVELOPMENT FELT ISOLATED FROM THEM. AS A RESULT, A COMMUNITY HOUSE WAS ESTABLISHED TO PROVIDE RECREATION IN A VERY BROAD SENSE TO RESIDENTS OF THAT PARTICULAR COMMUNITY.

AFTER THE SELF-STUDY PROCESS IS COMPLETED AND RESPONSIBILITY FOR FURTHER ACTIVITY IS LEFT WITH THE PARTICIPANTS AND THE COMMUNITY, THE COLLEGE STAFF REMAINS AVAILABLE FOR CONSULTATION ON REQUEST. HOWEVER, THE COMMUNITY IS BY THIS TIME ABLE TO IDENTIFY AND CALL ON OTHER RESOURCES FOR ASSISTANCE AS WELL.

IN ALMONTE, A COMMUNITY WORKSHOP WAS HELD THREE MONTHS AFTER THE COMPLETION OF THE SELF STUDY. THIS WAS PLANNED BY THE SELF STUDY PARTICIPANTS IN CONJUNCTION WITH THE TOWN COUNCIL IN ORDER TO BROADEN THE BASE OF THE DISCUSSION ABOUT COMMUNITY PROBLEMS. OTHER EVENTS WHICH FOLLOWED THE SELF STUDY, IN ADDITION TO THE ESTABLISHMENT OF A PLANNING BOARD AND THE APPOINTMENT OF A PLANNING CONSULTANT, INCLUDED THE DEVELOPMENT OF TENNIS COURTS AND THE APPOINTMENT OF A RECREATION DIRECTOR, A COMMUNITY EDUCATION LEADERSHIP DEVELOPMENT COURSE, PLANNING (OVER A SIX MONTHS PERIOD) TO MAKE A REDUNDANT SCHOOL BUILDING INTO A COMMUNITY CENTER WHICH WOULD SERVE NOT ONLY YOUNG PEOPLE, BUT ALSO WOULD PROVIDE A DAY CARE CENTER AND A RECREATION CENTER FOR OLDER PEOPLE. ALSO, THE CHARACTER OF LOCAL ELECTIONS WAS DIFFERENT THIS YEAR AS A NUMBER OF PEOPLE RAN ON A VARIETY OF ISSUES DISCUSSED DURING BOTH THE SELF STUDY AND THE COMMUNITY WORKSHOP.

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In answer to the question about the political implications of community development involvement for the college, that is, the possibility of its becoming involved in political controversy, the college's position is that this question does not apply to the self study approach. For one thing, the responsibility for action rests with the participants and the community, not with the college. And secondly, and importantly, the self study process involves the total community, including local politicians and community leaders; the college is not working just with a disadvantaged group or a minority which might then challenge the established leadership.

In addition to the two projects already completed, in Almonte and Southeast Ottawa, the self study process has been extended to two other communities. Pembroke and Gloucester North - a new suburb.

Communication became an important aspect of the process, but in different ways in different communities. For example, in Pembroke, where the college was invited by the Social Planning Council of Renfrew County, the concern is to utilize media on a continuing basis. The National Film Board was invited to help with this. One immediate after-effect of the Pembroke self study was that the participants sponsored a float in the Santa Claus Parade which said, "Dear Santa: We want in Pembroke....." followed by a list of changes which they would like to see in the community. In Southeast Ottawa, the concern with communication was for information about services and agencies in the City of Ottawa, and efforts are being expended towards developing an information center in the city. In Almonte, the problem was one of becoming aware of government agencies in Toronto and Ottawa which could provide service to the community. The self study helped the community establish contact with the Department of Municipal Affairs in Toronto and with the National Capital Commission in Ottawa.

Thus, it was stressed, while the self study approach has the same basic purpose in each community - the developing of community self awareness and the skills of community problem solving - the approach and the process will vary from community to community, depending on local needs and problems. The process is participant-directed.

The college sees this approach to community development as essentially educational and congruent with the educational role of the college. It differs from the traditional teaching role of the college in that the latter is essentially individualistic- the emphasis is on recruiting individual students for programs and education is seen as a process of individual development. The self study process involves a collective approach to a community (with the recognition that many of the important issues in present day society are collective rather than individual problems.) The hope is that both approaches, the individual and the collective, can be linked together. A major need is for structural and financial changes to incorporate the community development role of the college.

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THE EDUCATIONAL ROLE OF THE COLLEGE INCLUDES THE WHOLE AREA OF UNDERSTANDING THE COMMUNITY AND DEVELOPING PROBLEM SOLVING SKILLS, DEVELOPING LEADERSHIP, LEARNING WHERE RESOURCES ARE LOCATED AND HOW TO UTILIZE THEM. IT ALSO PROVIDES A UNIQUE KIND OF LEARNING EXPERIENCE FOR THE FACULTY MEMBERS AND STUDENTS OF THE COLLEGE IN THE PROCESS OF UNDERSTANDING A COMMUNITY (IN EACH CASE, A TEAM OF FACULTY AND STUDENTS HAS BEEN INVOLVED IN VARIOUS WAYS). THE COLLEGE ALSO PLAYS A ROLE IN LINKING THE DEVELOPMENTAL FORCES IN THE COMMUNITY - GOVERNMENT AGENCIES AND OTHER INSTITUTIONS - WITH THE COMMUNITY ITSELF. THE CONSULTATION ROLE OF THE COLLEGE PLAYS AN IMPORTANT PART BOTH DURING AND FOLLOWING THE SELF STUDY ITSELF. THE COLLEGE IS ABLE TO PLAY A PART IN MOBILIZING RESOURCES IN THE COMMUNITY FOR DEVELOPMENT. THE LIBRARY OF THE COLLEGE CAN ALSO BE SIGNIFICANT IN COMPILING INFORMATION ABOUT THE COMMUNITY, INCLUDING REPORTS, SURVEYS AND OTHER INFORMATION, WHICH WOULD BE VALUABLE BOTH FOR THE COLLEGE AND FOR THE COMMUNITY. THE COLLEGE CAN THEN BECOME A CENTER FOR RESOURCES, BOTH HUMAN AND OTHER, WHICH CAN BE USEFUL TO COMMUNITIES IN THE DEVELOPMENT PROCESS.

THE COLLEGE FEELS THAT IF ALL OF THESE THINGS CONTINUE, THEN GRADUALLY THERE WILL BE BUILT UP A RELATIONSHIP BETWEEN THE COLLEGE AND THE COMMUNITY WHICH WOULD BE VITAL AND ONGOING, AND WHICH MAKES THE COLLEGE A FOCAL POINT, A STIMULUS, A CATALYST, WITH REGARD TO THE DEVELOPMENT OF COMMUNITIES. OVER THE LONG RUN, THIS COULD INFLUENCE THE QUALITY OF LIFE AND THE ECONOMIC DEVELOPMENT OF THE AREA.

2. Conestoga College - The Mosaic Campus

Conestoga has developed the concept of the "Mosaic Campus" in an effort to serve the educational needs of its area. Intricately bound to the concept of the Mosaic Campus are two other concepts - innovation and randomization. They were explained to the sub-committee as follows:

"Continuing education is where the greatest potential lies at the learning interface, and since we are attempting to set up a mosaic campus which will make 7200 square miles of four counties our campus, we must innovate - use background correspondence, then get into a fantastic complex of aids, both software and hardware, which necessitate co-ordinative effort. Care must be taken to ensure that the aids (which include film, slides, tapes, videotape, etc.) are not used for their own sake, but that they be indicated by the learning process and what it needs at any specific interface. The concept of randomization involves a flexibility which will make it possible to respond to the randomized needs of the society and the individual, i.e. randomization of time, of place, of capabilities, of desires. It involves a self-learning process, with small groups at any convenient location, where all the interchange is not between the instructor and pupils, but among pupils also in the absence of the instructor. The concept of the mosaic campus means that programs can be set up anywhere within the college's geographical territory, using school classrooms, churches, libraries, homes, apartment recreation rooms, etc. Advisory Councils would be developed in different centers which would be more than just advisory; rather, they would play a direct role in relation to the Board of Governors instead of only to "staff".

These concepts have an important bearing on the question of buildings. The main campus, or the Doon Campus, as it is called, will contain the major building with all the facilities necessary to carry out the approach, but further new buildings in other centers are not foreseen, as use will be made of existing space as mentioned above. Then, people will be located in various centers whose job will be to relate to the people and help them identify and develop their needs. This is already happening in Guelph, Clinton and Galt.

The concept of randomization means that the college is not going out to try to sell programs to the community; rather, it is offering services and asking and assisting the community to determine how to use these services. This creates an entirely new situation for instructors - getting away from the traditional "box" where an instructor faced his students in a classroom. The changes involve the situation itself, the terms of employment, hours of work, method of work. The instructor becomes more of a facilitator to individual learners in a much less structured setting than the traditional educational program.

Implementation of this concept involves two requirements

(1) Introduction into the educational learning process of a research and development facility. Research is seen as arising from the learning interface, and problems can be discovered in the process.

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(2) AN INFORMATION SYSTEM THAT PRODUCES INFORMATION IN DETAIL WHICH INSTRUCTORS CAN USE TO MAKE DECISIONS ABOUT HOW THEY ARE GOING TO PLAN PROGRAMS. THIS WOULD MEAN THAT COMMUNITY RELATIONSHIPS DO NOT HAVE TO GO THROUGH THE CENTRAL CAMPUS, BUT THAT INDIVIDUAL DECISIONS CAN BE MADE LOCALLY.

COMPUTERIZATION IS A NECESSITY TO ACHIEVE THESE ENDS. IT IS IMPORTANT TO AVOID TWO THINGS: ASSIGNING POWER TO A POSITION ON THE ADMINISTRATIVE LEVEL AND WITHHOLDING INFORMATION. THE AIM IS TO DECENTRALIZE DECISION MAKING.

THE PURPOSE OF RANDOMIZATION IS SEEN AS BRINGING ABOUT CHANGE ON THE LOCAL LEVEL.

ANOTHER ASPECT IS THE DELIBERATE ATTEMPT TO SEEK OUT RESOURCES WITHIN THE COMMUNITIES THEMSELVES. COLLEGE REPRESENTATIVES HAVE IDENTIFIED "A WEALTH OF HUMAN RESOURCES FOR INSTRUCTIONAL PURPOSES". THESE ARE FREQUENTLY RETIRED PEOPLE WHO CAN ASSIST THE COLLEGE.

TELEVISION IS SEEN AS AN IMPORTANT ASPECT OF THE COLLEGE'S PROGRAM. ITS MOBILE TELEVISION STUDIO HAS BEEN USED TO MAKE SAFETY VIDEO-TAPES FOR AN AUTOMOTIVE FIRM. THIS WAS DONE AS PART OF THE PROGRAM OF STUDENTS TRAINING FOR TELEVISION AND FILM TECHNOLOGY. IT GAVE THEM A CHANCE TO LEARN IN A REAL-LIFE SITUATION, WHERE THEY COULD NOT MAKE MISTAKES, AND ALSO DEMONSTRATED TO THE FIRM THE POTENTIAL OF THE COLLEGE. THE COLLEGE PRODUCES FILMS FOR CABLE TELEVISION AND EXPECTS TO BE TIED IN WITH CHANNEL 19, ALTHOUGH THEY SEE SCHEDULED BROADCASTING AS BEING THE VERY ANTITHESIS OF RANDOMIZATION, BECAUSE IT WILL OF NECESSITY OPERATE ON A FIXED TIMETABLE AND PROGRAM TIMES MAY NOT BE CONVENIENT FOR THE LEARNERS; THE INDIVIDUAL CANNOT SET HIS OWN TIMETABLE. THE COLLEGE EXPECTS TO BE ABLE TO PRODUCE VIDEOTAPES WHICH CAN BE SENT TO OTHER COLLEGES AND UNIVERSITIES UPON REQUEST AS WELL AS TO BE AVAILABLE FOR DISSEMINATION TO THE COMMUNITY.

ANOTHER INTERESTING CONCEPT WHICH FORMS PART OF THE COLLEGE'S DREAM FOR THE FUTURE IS THAT OF A COMMUNITY CORPORATION. THE COLLEGE FEELS THAT MOST OF THE SERVICES IN THE COMMUNITY TO-DAY ARE PROVIDED BY MULTIPLE COMMUNITY CORPORATIONS RESULTING IN AN ABSENCE OF IDENTITY OF PEOPLE WITH THE SERVICES THAT ARE PRODUCED. THE COMMUNITY CORPORATION WOULD BE COMPOSED OF CITIZENS ON A ONE MEMBER, ONE SHARE, ONE VOTE BASIS TO ENABLE CITIZENS TO PARTICIPATE IN PLANNING AND CONTROL. THE ROLE OF THE COLLEGE WOULD BE TO INITIATE. INTEREST HAS ALREADY BEEN INDICATED IN A COUPLE OF COMMUNITIES.

FINANCES ARE NOT SEEN AS A PROBLEM. THE FEELING IS THAT IF THE COLLEGE IS RUNNING PROGRAMS THAT ARE VIABLE TO A COMMUNITY AND MEETING NEEDS, THERE WILL BE MONEY. THINGS MAY HAPPEN MORE SLOWLY BECAUSE OF FINANCIAL LIMITATIONS, BUT THIS PROVIDES AN OPPORTUNITY TO ASSESS THE DEVELOPMENT OF THE PROGRAM. ALSO, THE EXPECTATION IS THAT THIS APPROACH WILL COST LESS PER STUDENT HOUR THAN A MORE TRADITIONAL APPROACH. THE COLLEGE ALSO FEELS THAT THERE WILL BE A POSITIVE ADVANTAGE TO THE COMMUNITY IN THIS APPROACH BECAUSE IT CAN REACH EVERYBODY.

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3. GEORGE BROWN COLLEGE - THE MOBILE CAMPUS

GEORGE BROWN COLLEGE IS PIONEERING IN AN EFFORT TO BRING THE COLLEGE TO THE URBAN COMMUNITY BY MEANS OF THE MOBILE CAMPUS, A TRAILER WHICH MOVES FROM ONE NEIGHBORHOOD TO ANOTHER IN TORONTO. THE PROGRAM HAS BEEN IN OPERATION FOR ONE YEAR.

GEORGE BROWN SEES ITS COMMUNITY AS ANYWHERE WITHIN THE CITY OF TORONTO. EFFORTS TO DATE HAVE BEEN CONCENTRATED IN LOW INCOME AREAS SUCH AS REGENT PARK AND ALEXANDRA PARK. THE COLLEGE HOPES SOON TO MOVE INTO MIDDLE CLASS AREAS TO DETERMINE WHETHER THE MOBILE APPROACH WILL BE EFFECTIVE THERE. THE COLLEGE IS NOT CONCERNED, THROUGH THE MOBILE CAMPUS, WITH THE "SAVED" - THOSE WHO ALREADY HAVE ACCESS TO INFORMATION ABOUT AVAILABLE SERVICES THROUGH THE READILY AVAILABLE CHANNELS OF NEWSPAPER ADVERTISING OR TELEVISION. RATHER, IT HOPES TO FIND WAYS OF REACHING PEOPLE WHO DO NOT UTILIZE THESE MEANS.

MUCH OF THE CONCERN IS WITH THE IDENTIFICATION OF NEEDS. IT HAS BEEN DISCOVERED THAT PEOPLE IN THE LOW INCOME AREAS WHERE THE TRAILER SO FAR HAS OPERATED ARE, AS A RULE,"UNDER-EDUCATED, UNDER-SKILLED AND UNDER-INFORMED ABOUT ALMOST EVERYTHING". THIS APPLIES TO EDUCATION, RAISING CHILDREN, DEALING WITH THEIR ENVIRONMENT.

THE MOBILE CAMPUS MOVES INTO NEIGHBORHOODS UPON INVITATION, WHICH UNTIL NOW HAVE COME MAINLY FROM RESIDENTS' ASSOCIATIONS. THIS PRESENTS A DIFFICULTY BECAUSE FREQUENTLY THESE ASSOCIATIONS DO NOT REPRESENT THE MAJORITY OF PEOPLE LIVING IN A GIVEN AREA. THE COLLEGE IS VERY CONCERNED TO MAINTAIN A POSITION OF NEUTRALITY AND NOT TO ALIGN ITSELF WITH ANY PARTICULAR ORGANIZATION. EVEN THOUGH IT WORKS CLOSELY WITH THE DEPARTMENT OF WELFARE, FOR EXAMPLE, IT EMPHASIZES ITS NEUTRAL POSITION IN ORDER NOT TO BE IDENTIFIED BY WELFARE RECIPIENTS AS ALIGNED WITH THE DEPARTMENT. AS A RESULT, WELFARE RECIPIENTS HAVE BEEN RECEPTIVE TO THE COLLEGE WHICH IS RECOGNIZED AS NOT BEING IN A POSITION TO CANCEL OR WITHHOLD BENEFITS.

AN EXAMPLE OF A PROGRAM WITH WELFARE RECIPIENTS WAS ONE IN WHICH THE COLLEGE CO-OPERATED WITH THE ONTARIO DEPARTMENT OF SOCIAL AND FAMILY SERVICES AND WITH THE CITY OF TORONTO WELFARE DEPARTMENT. EIGHTY SINGLE PARENTS, MOTHERS, WERE SELECTED AND PROVIDED WITH A SUPPORTIVE COUNSELLING SERVICE TO ENABLE THEM TO UNDERTAKE RETRAINING THROUGH THE CANADA MANPOWER PROGRAM. THE MOBILE CAMPUS WAS USED FOR GROUP SESSIONS IN WHICH PROBLEMS WHICH THE WOMEN WERE HAVING WERE DISCUSSED AND SOLUTIONS FOUND. SUCH MATTERS AS CARE FOR CHILDREN DURING THE RETRAINING PERIOD, PROVISION OF SMALL FUNDS FOR TRANSPORTATION (FROM THE WELFARE DEPARTMENT), PERSONAL CONCERNS WERE CONSIDERED IN THE SESSIONS. SIXTY PERCENT OF THE WOMEN INVOLVED HAVE BEEN RETRAINED AND ARE NOW GAINFULLY EMPLOYED. A NUMBER OF THE WOMEN HAVE CONTINUED TO TAKE COURSES.

THE MOBILE CAMPUS HAS ALSO DEVELOPED PARENTS' GROUPS IN NEIGHBORHOODS. IN REGENT PARK, FOR EXAMPLE, PARENTS WERE CONCERNED ABOUT THEIR CHILDREN. THE COLLEGE'S PROGRAM HELPED THEM TO DEAL WITH QUESTIONS OF LANGUAGE DEVELOPMENT IN THE HOME, DISCIPLINE, THE ROLE OF PARENTS IN THEIR CHILDREN'S EDUCATION. ONE GROUP WAS CONCERNED ABOUT EARLY CHILDHOOD EDUCATION; AS A RESULT OF THE MEETINGS, PARENTS ARE NOW IN THE PROCESS OF ESTABLISHING A CO-OPERATIVE DAY CARE CENTER FOR YOUNGSTERS FROM AGE TWO AND UP, USING LOCAL CHURCH FACILITIES. THE COLLEGE IS GIVING THE PARENTS SUPPORT, ADVICE AND WHATEVER MATERIALS IT CAN COLLECT.

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GEORGE BROWN HAS, THROUGH THE MOBILE CAMPUS, CO-OPERATED WITH A NUMBER OF COMMUNITY AGENCIES. THIS OFTEN TAKES THE FORM OF CO-OPERATIVE PLANNING. THE ADDICTION RESEARCH FOUNDATION WANTED TO SEND A TEAM OF VOLUNTEERS INTO THE COMMUNITY TO LOOK INTO THE PROBLEM OF DRUG INTAKE. THE COLLEGE MADE THE TRAILER AVAILABLE TO THEM, PARTICIPATED IN THE PLANNING OF THE PROGRAM, ASSISTED IN COMMUNICATIONS WITH PEOPLE LIVING IN THE AREA, AND SET UP MEETINGS FOR INTERESTED ADULTS. WITH OTHER AGENCIES, SUCH AS THE Y.M.C.A. THE ONTARIO HOSPITAL AND OTHERS, THE COLLEGE HAS PARTICIPATED IN CO-OPERATIVE PROGRAMS; THE COLLEGE PROVIDES THE FACILITIES, THE AGENCY GETS THE PEOPLE, AND STAFF IS SOMETIMES PROVIDED JOINTLY. AN EXAMPLE IS A CONVERSATIONAL FRENCH PROGRAM FOR CHILDREN, UNDERTAKEN WITH THE Y.M.C.A. IN ST. JAMES TOWN DURING THE SUMMER. THIS WAS AN EXAMPLE OF A "JOINED HAND PROBE" INTO COMMUNITY SERVICES.

THE MOBILE CAMPUS ALSO WORKS WITH CITIZENS' GROUPS BY PROVIDING TECHNOLOGY, SUCH AS VIDEOTAPE EQUIPMENT, PROJECTORS, CLASSROOM SPACE, AS WELL AS VOLUNTEERS FROM THE COLLEGE'S STAFF. IF, FOR EXAMPLE, A GROUP OF MOTHERS WISHED TO LEARN SOMETHING ABOUT NUTRITION - HOW TO BUY FOOD, WHERE TO BUY IT, HOW TO RECOGNIZE A GOOD BUY - THAT IS, A WHOLE RANGE OF TOPICS IN CONSUMER EDUCATION, THE COLLEGE WOULD PROVIDE THE STAFF AND ARRANGE PROGRAMS. THE NEIGHBORHOOD GROUP WOULD GO AROUND THE NEIGHBORHOOD AND RECRUIT PARTICIPANTS. THE COLLEGE HAS KEPT AWAY FROM ACTIVIST GROUPS BECAUSE OF THEIR POLITICAL INVOLVEMENTS, AND THE COLLEGE IS ANXIOUS TO MAINTAIN ITS POSITION OF NEUTRALITY. HOWEVER, IT DOES ENCOURAGE CITIZENS' GROUPS TO SET UP ADULT EDUCATION CLASSES AND WILL PROVIDE STAFF FOR THIS PURPOSE.

A QUESTION WAS ASKED ABOUT PROGRAMS FOR ETHNIC AND RACIAL GROUPS IN THE CITY. THE ANSWER WAS THAT PROGRAMS SHOULD NOT BE PROVIDED FOR SPECIFIC ETHNIC GROUPS; THIS KIND OF SELECTIVE SERVICE REINFORCES THE ISOLATION OF SUCH GROUPS IN THE COMMUNITY. RATHER, THE COLLEGE SHOULD MAINTAIN AN "OPEN DOOR POLICY" WHEREBY ALL PROGRAMS ARE OPEN TO ALL AND DIFFERENT GROUPS OF DIFFERENT ETHNIC ORIGINS CAN FREELY MIX AND EXCHANGE IDEAS. IT WAS SUGGESTED THAT NO SINGLE ETHNIC GROUP OCCUPIES ANY GEOGRAPHIC AREA IN THE CITY. THE COLLEGE SHOULD ENCOURAGE INTERACTION BETWEEN VARIOUS GROUPS OF PEOPLE RATHER THAN SUPPORTING ANY FORM OF HYPHENATED-CANADIAN ACTIVITY IN WHICH PEOPLE TALK ONLY TO THEMSELVES.

THE COLLEGE RECOGNIZES THE NEEDS OF MANY IMMIGRANTS FOR GREATER KNOWLEDGE OF AGENCY SERVICES. IT FEELS THIS IS LARGELY A LINGUISTIC PROBLEM AND, OF COURSE, THERE ARE MANY PROGRAMS IN THE CITY, INCLUDING THOSE OF GEORGE BROWN COLLEGE, TO ENABLE IMMIGRANTS TO LEARN ENGLISH. ALSO, HOWEVER, THE FEELING WAS EXPRESSED THAT THERE ARE MANY AGENCIES IN THE CITY ALREADY WHO PURPORT TO BE SERVING IMMIGRANTS AND THAT THE FUNCTION OF ENABLING IMMIGRANTS TO LOCATE SERVICES RIGHTFULLY SHOULD BE DONE BY THESE AGENCIES RATHER THAN BY THE COLLEGE. PERHAPS GREATER CO-ORDINATION AMONG AGENCIES IS NEEDED FOR THIS PURPOSE.

FINANCIALLY, THE COLLEGE SEES A PROBLEM IF THE PROGRAM OF THE MOBILE CAMPUS IS EXPANDED. AT PRESENT, THE PROGRAM IS PAID FOR OUT OF THE COLLEGE'S BUDGET AND THE NEIGHBORHOOD PROGRAMS HAVE BEEN PROVIDED FREE. IT WAS SUGGESTED THAT PERHAPS MORE CENTRALIZATION OR CO-ORDINATION OF AGENCIES PROVIDING COMMUNITY SERVICES COULD AVOID DUPLICATION OF SERVICES. THIS COULD THEN RELEASE FUNDS FOR EXPANSION. THE COLLEGE WOULD LIKE TO DEVELOP STOREFRONT OPERATIONS THROUGHOUT THE CITY WHICH WOULD PROVIDE A MEETING PLACE FOR CITIZENS IN THEIR NEIGHBORHOODS. IT FEELS THAT THIS WOULD BE ONE EFFECTIVE WAY OF WORKING TOWARDS GREATER CITIZEN PARTICIPATION.

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4. Niagara College - School of Labour Studies and Industrial Relations

Niagara College has developed a pioneer program in labour studies and industrial relations, based on the conviction that the problems of labour-management relations and the collective bargaining process are a fact of life in every market economy, and that the many thousands of economic decisions being made through the collective bargaining process influence not only the working of the economic and social system of the society, but the personal lives of individual citizens as well. The college believes that enlightened human relations in industry are indispensable if economic and social goals are to be recognized, accepted and achieved, and that if accepted industrial relations processes are to work adequately, it is essential that labour and management recognize and accept each other's role. Further, it is essential that representatives of labour and management have the skills, knowledge and understanding necessary for effective collective bargaining. It is felt that communication is a vital factor in the effective operation of industrial relations under the pressures of modern technological and social changes. The purpose of the School of Labour Studies and Industrial Relations, therefore, is to promote improvements in labour-management communications, to provide training in the skills of collective bargaining and to meet other industrial relations needs. The school at present offers two basic programs - the Labour Studies Program, inaugurated in 1968, and the Industrial Relations Program begun in 1970.

The Labour Studies Program embraces the college labour education concept defined as an attempt to meet the general adult and workers' education needs of the worker through college-union co-operation and participation. To achieve this, the Labour Studies Program has been developed in co-operation with a twelve-member Labour Studies Advisory Committee nominated by Labour in the Niagara Peninsula and representing six Labour Councils, including the Niagara Falls and District Labour Council. The program is aimed at meeting the learning needs of the individual, the union officer and the staff representative in the hope that the worker will become a more effective individual, a contributing member of his Union, and a participating citizen of his community.

The Labour Studies Program includes:

(1) consultation with labour organizations in planning and conducting special interest classes, conferences, lectures, group discussions, etc.,

(2) longer-term summer schools and leadership development programs in consultation with sponsoring organizations

(3) an on-going program of in-depth studies leading to a Certificate in Labour Studies.

Leadership development courses are provided on an evening, day-release summer school basis. The Certificate Program provides for part-time students, and individual courses may be taken by any Union member who can profit from the instruction, whether or not he is working towards the Certificate. Local Unions and Labour Councils may become participating institutions by authorizing scholarships for their members.

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THE INDUSTRIAL RELATIONS PROGRAM, WHICH IS AN IN-DEPTH STUDY OF THE COLLECTIVE BARGAINING PROCESS - ITS LEGAL AND INSTITUTIONAL SETTING - IS DESIGNED TO PROVIDE PROFESSIONAL SKILL, UNDERSTANDING AND KNOWLEDGE TO ALL THOSE INVOLVED IN LABOUR-MANAGEMENT PROBLEM-SOLVING AREAS. EMPHASIS IS PLACED ON INDUSTRIAL PSYCHOLOGY, HUMAN RELATIONS AND EFFECTIVE IN-PLANT COMMUNICATION. ANOTHER OBJECTIVE OF THE PROGRAM IS TO PROVIDE THE INTERESTED CITIZEN WITH A CLEARER UNDERSTANDING OF THE INDUSTRIAL RELATIONS SYSTEM THAT TOUCHES HIM AS CONSUMER. THE PROGRAM INCLUDES:

(1) SPECIAL SERVICES TO SPONSORING INSTITUTIONS CONCERNED WITH LABOUR-MANAGEMENT RELATIONS, INCLUDING LABOUR-MANAGEMENT CONFERENCES ON CURRENT ISSUES;

(2) LONGER TERM CONFERENCES JOINTLY SPONSORED BY LABOUR AND MANAGEMENT;

(3) A PROGRAM OF STUDIES FOR COLLEGE STUDENTS WISHING TO MAJOR IN INDUSTRIAL RELATIONS;

(4) A RANGE OF SPECIALIST COURSES DESIGNED TO MEET THE INDUSTRIAL RELATIONS CURRICULUM NEEDS OF THE OTHER SCHOOLS OF NIAGARA COLLEGE.

THIS IS A TWO-YEAR DIPLOMA PROGRAM. A CERTIFICATE IN LABOUR MANAGEMENT RELATIONS PROGRAM IS ALSO OFFERED ON A PART-TIME DAY RELEASE BASIS (ONE FULL DAY AND TWO EVENINGS A WEEK), AND IS DESIGNED TO GIVE PEOPLE WHO HAVE INDUSTRIAL EXPERIENCE AN UNDERSTANDING OF AND SKILL IN THE RESOLUTION OF PROBLEMS THAT ARISE IN THE AREA OF HUMAN RELATIONS, COMMUNICATIONS AND LABOUR MANAGEMENT RELATIONS.

5. Sheridan College - A Unique Learning Environment

Sheridan has concentrated on building what would appear to be a unique learning environment, which has been influenced by developments and experience in Europe and is reflected in the design of the college's new building in Oakville.

The approach is based partly on the principle that if learning is to occur in applied arts and technology, it has to be to some extent at least, by application, and partly on the principle that people could not really learn enough at the time they were assigned to a drafting room or a laboratory or a studio - time, equipment and space had to be available to enable them to practice and learn on their own. Mostly, this is only available in study carrels in a library which provides only for book learning. The plan then was to create, for the Arts School, a drawing studio with wide open space, where it would be possible to have an organized class of 20-25 students under teacher direction, but there would also be lots of spaces available adjacent to this for people with free time to study on their own. It was felt that nobody will go into a traditional classroom with walls and a door and a lock for this purpose; this involves getting permission, etc. The open space is not just for inter-relationship; it is chiefly to make it an inviting place to which to come and work.

It was recognized that a variety of spaces were needed that were best suited for particular purposes. Demonstration rooms were provided near the open area, to make it possible to teach in a teaching area and practice in a practice area. Some demonstration rooms are suitable for showing films.

The building is open until 10.00 p.m. every night and every night 75 to 125 students are using the drawing studio, the dark room, etc., representing one-quarter to one-third of the student body working on their own in the evenings; and some wanted to come in during the summer. The quality of the students' work improved noticeably within a very short time of occupying the new building.

Another advantage is that the student does not always have to ask the same staff member to answer his question; he can go to anyone he likes. Sometimes several teachers will look at his problem and sometimes he gets different answers to the same questions, so that he must think the matter through.

This approach will be used in other areas as the building program proceeds. For example, it is recognized that certain routines must be learned as a basis for skills; they involve equipment and technology and it is inefficient to use the time of highly qualified teachers for this. Therefore, the college has developed what is called the ABC of learning in the applied arts field:

A is for the teacher/student relationship

B is homework

C involves taking part of what used to be A and putting it in such a form that the student can do it on his own, through an assignment, a project or procedure, or a series of facts, with the combined use of tape, slides, and other technological devices, and with the assistance of resource technicians who can provide professional advice - this is software. The student then moves into self-learning on his own schedule rather than being taught only in assigned time.

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ONE AREA WHERE THIS APPROACH WILL BE DEVELOPED IS WITH BUSINESS MACHINES, TYPEWRITERS, DESK CALCULATORS, ETC. STUDENTS CAN WORK AS INDIVIDUALS OR IN TEAMS IN LEARNING ACCOUNTING, FOR EXAMPLE. IT WILL BE POSSIBLE TO CUT DOWN ON TEACHER TIME, BUT WITH THE TEACHER AVAILABLE FOR ADVICE. IN OTHER WORDS, THE COLLEGE IS TRYING TO GET AWAY FROM BOOK ASPECTS AND TEACHER-ORIENTED LEARNING.

ANOTHER OPEN AREA WILL BE DESIGNED FOR THE ENGLISH DIVISION, WITH ADJACENT LECTURE THEATRES, FILM ROOMS, DRAMA WORKSHOPS AND THE LIBRARY NEARBY. A TEAM APPROACH WILL BE USED, WITH FIVE TEACHERS AND TWO TECHNICIANS; SPEED-READING AND FILM EDITING WILL BE AMONG THE SKILLS AVAILABLE.

NEARBY WILL BE A COFFEE LOUNGE INTENDED FOR BOTH FACULTY AND STUDENTS; A STREET CAFE WILL BE SET UP IN A CORRIDOR, AND THE CAFETERIA WILL BE DESIGNED LIKE A SKI LODGE WITH SEPARATE SECTIONS FOR MEETINGS DURING MEALS.

ANOTHER INNOVATION OF THE COLLEGE INVOLVED EVALUATION OF STUDENTS IN THE VISUAL ARTS PROGRAM AND BROUGHT THE COMMUNITY INTO THE PROCESS. IT WAS RECOGNIZED THAT A WRITTEN EXAMINATION WAS USELESS IN THIS FIELD; THE MARK OF A STUDENT WHEN HE GOES OUT TO GET A JOB IS HIS PORTFOLIO - THE WORK HE HAS DONE; THEREFORE, HE IS JUDGED BY THAT. THE NORMAL ASSESSMENT INVOLVES A GROUP OF TEACHERS MEETING WITH THE STUDENTS TO JUDGE HIS WORK; THE TEACHERS ASK QUESTIONS AND THE STUDENT CAN DEFEND HIS WORK AND EXPLAIN IT. THIS YEAR, IN ADDITION TO THIS, IT WAS DECIDED TO HOLD A SECOND ASSESSMENT IN THE ART GALLERY OF THE OAKVILLE CENTENNIAL LIBRARY. THE STUDENTS' WORK WAS EXHIBITED AND THE GRAPHIC ARTS SOCIETY SENT PROFESSIONALS DOWN TO JUDGE THE WORK OBJECTIVELY (WHO DID NOT KNOW THE STUDENTS). THEY PICKED THE BEST WORK, GAVE A PRIZE, AND SO ON. INTERESTINGLY ENOUGH, THEIR OPINIONS ALMOST ALWAYS COINCIDED WITH THE EARLIER ASSESSMENT OF THE TEACHERS. THE STUDENTS WHO DID WELL OBTAINED JOBS RIGHT AWAY. THE PROCEDURE IS SEEN ALSO AS A WAY OF EVALUATING THE TEACHERS AS WELL.

SHERIDAN IS CONCERNED ABOUT THE QUESTION OF WHETHER TO DECENTRALIZE OR CENTRALIZE ITS ACTIVITIES. AT PRESENT IT HAS SIX LOCATIONS THROUGHOUT ITS TWO COUNTIES, WITH EXTENSION COURSES ALSO BEING CARRIED ON IN HIGH SCHOOLS IN OTHER COMMUNITIES. IT SEES THE ADVANTAGE OF BEING SPREAD OUT, SO THAT PROGRAMS CAN BE BROUGHT TO THE PEOPLE. ON THE OTHER HAND, THE SPECIAL KIND OF LEARNING SITUATION WHICH IT IS CREATING IN ITS MAIN BUILDING IS POSSIBLE ONLY WITH THAT KIND OF BUILDING. THE COLLEGE FEELS THAT IT IS CREATING SPECIALITIES IN SPECIAL AREAS, BUT IT COULD NOT CREATE EVERYTHING EVERYWHERE.

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V CONCLUSION AND RECOMMENDATIONS

THIS, THEN, IS A SUMMARY OF WHAT THE SUB-COMMITTEE LEARNED IN THE COURSE OF ITS SURVEY OF ONTARIO'S COLLEGES OF APPLIED ARTS AND TECHNOLOGY. NOT EVERYTHING HAS BEEN INCLUDED IN THIS REPORT BECAUSE OF SPACE LIMITATIONS, BUT THE ATTEMPT HAS BEEN TO DESCRIBE THOSE ACTIVITIES AND ATTITUDES WHICH SEEMED TO THE SUB-COMMITTEE TO BE SIGNIFICANT IN THE RELATIONSHIPS OF THE VARIOUS COLLEGES TO THEIR RESPECTIVE COMMUNITIES.

IT SHOULD BE REMEMBERED THAT INFORMATION WAS RECEIVED FROM ONLY THIRTEEN OF THE TWENTY COLLEGES AND THERE WAS NO OPPORTUNITY TO VISIT ANY OF THE COLLEGES IN NORTHERN ONTARIO. ALSO, THE SUB-COMMITTEE HAS BECOME AWARE OF OTHER PROJECTS AND PROGRAMS WHICH CANNOT BE DESCRIBED HERE BECAUSE THEY WERE, FOR VARIOUS REASONS, NOT DISCUSSED DURING THE VISITS.

ON THE SURFACE, IT WOULD SEEM THAT A GREAT DEAL OF COMMUNITY INVOLVEMENT IS TAKING PLACE ON THE PART OF THE COLLEGES, AND THE SUB-COMMITTEE WAS IMPRESSED BY THE VARIETY OF PROGRAMS UNDERTAKEN AND THE IMAGINATION INDICATED IN THE DIVERSITY OF APPROACHES AND PROJECTS. IT WAS CLEAR, HOWEVER, THAT SOME COLLEGES WERE MUCH MORE CONCERNED THAN OTHERS WITH THE GENERAL AND SPECIFIC COMMUNITY NEEDS OF THEIR RESPECTIVE GEOGRAPHIC AREAS AND, ALSO, THAT THERE WAS CONSIDERABLE VARIATION IN THE WAYS IN WHICH THIS CONCERN WAS TRANSLATED INTO ACTUAL INVOLVEMENT.

IN THE LIGHT OF WHAT THE SUB-COMMITTEE LEARNED DURING THE SURVEY, THE FOLLOWING RECOMMENDATIONS ARE MADE:

RECOMMENDATIONS

1. THE UNIQUENESS OF EACH COLLEGE IS ITS MOST PRECIOUS CHARACTERISTIC. AS HAS BEEN POINTED OUT, EACH COLLEGE IS SET IN A DIFFERENT ENVIRONMENT WITH VARIATIONS IN GEOGRAPHIC TERRITORY, SIZE OF POPULATION, SIZE OF CITIES AND TOWNS, SOCIO-ECONOMIC LEVELS, PATTERNS OF COMMUNICATION. IT SEEMS ESSENTIAL THAT THE COLLEGES CONTINUE TO HAVE THE FREEDOM TO BE UNIQUE AND TO RESPOND TO THEIR OWN COMMUNITIES IN TERMS OF THE CONDITIONS AND NEEDS OF THOSE COMMUNITIES. THE UNIQUENESS OF THE COLLEGES HAS COME ABOUT BECAUSE OF THE ABSENCE OF OVERALL DIRECTION AND ADMINISTRATIVE AUTHORITY. IT WOULD SEEM IMPERATIVE THAT THIS SITUATION BE PRESERVED SO THAT THE COLLEGES CAN CONTINUE TO EXPERIMENT AND RELATE EACH IN ITS OWN COMMUNITY.

2. AT THE SAME TIME, COLLEGES SHOULD BE ENCOURAGED TO DEVELOP OR TO CONTINUE DIRECT INTEREST AND INVOLVEMENT IN THE COMMUNITY. THE SUB-COMMITTEE RECOMMENDS THAT THE HEAVY VOCATIONAL ORIENTATION OF MANY OF THE COLLEGES BE TEMPERED BY CONCERN FOR THE NON-VOCATIONAL NEEDS OF INDIVIDUALS AND COMMUNITIES, AS PROVIDED FOR IN THE SECTIONS OF THE BASIC DOCUMENTS QUOTED EARLIER.

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3. In this regard, the question of financing is crucial and was raised many times during the visits as a factor in limiting direct college involvement with the community. The sub-committee recommends that the practice of subsidizing only credit courses while non-credit and continuing education programs must be self-supporting, be reviewed. Funds should be made available for experimental projects in communities and also for programs for low income persons whose needs are perhaps greater and whose ability to pay for programs is less than that of many of the persons from middle income backgrounds now being served by the colleges.

4. Greater concern should be given to the needs of citizens for understanding and skills in dealing with problems of their communities. Some colleges are concerned about the political implications of becoming involved in controversial issues. However, this problem need not arise if a college takes the position that its function is to train citizens to recognize, understand and cope with community problems, and that programs developed to this end are designed for all members of the community, not just vocal minorities. In this way, the college can preserve its necessary neutrality regarding different sides of an issue, but can help all parties involved in the issue learn how to deal with it effectively.

5. More attention needs to be paid to special publics within the population of the areas served by the colleges. Some colleges are, obviously doing more than others in this regard, but frequently, the concern seems to be limited to the obvious groups (particularly business and industry), and perhaps one or two others. Research by colleges into this matter may be indicated in order to enable colleges to identify the various sub-groups within their areas. Very little concern was evident regarding the learning needs of older people and only one or two colleges mentioned an interest in this growing segment of the population.

6. The practice, now undertaken by a handful of colleges, of placing field men in different locations within the geographical area in order to become better acquainted with local people and their needs is commendable and other colleges should be encouraged to move in this direction. Funds would have to be made available for this purpose.

7. Liaison with community organizations and agencies should be continued and those colleges which have made little headway in this regard should be strongly urged to do so. This applies to formal educational institutions, such as local Boards of Education, and Universities, to informal adult education agencies and, as well, to community-serving agencies of various kinds.

8. The question of the advisability of establishing Area Councils within the areas served by the colleges was raised during the visits. As indicated above, responses varied and there were some negative reactions. Certainly, any effort to establish an area council in a given area would require working through and with already established groups and organizations, both formal and informal, where these exist. The comment of Algonquin College regarding a trend towards <u>ad hoc</u>, informal organization around specific issues and problems should be considered carefully before proceeding to erect additional structures.

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9. THE SUB-COMMITTEE APPLAUDS THE PRESENT TREND TOWARDS FACILITY-SHARING THAT SEEMED EVIDENT WITH REGARD TO MOST OF THE COLLEGES VISITED, BOTH IN TERMS OF THE COMMUNITY USING THE COLLEGE'S FACILITIES AND VICE-VERSA. THIS TREND SHOULD BE CONTINUED. COLLEGES SHOULD BE ENCOURAGED TO CONSIDER CAREFULLY THE POSSIBILITIES OF DECENTRALIZED PROGRAMS IN NEIGHBORHOODS THROUGH THE USE OF STORE FRONTS, CHURCHES, PUBLIC LIBRARIES, EITHER SPONSORED BY THE COLLEGE ALONE OR IN CO-OPERATION WITH OTHER ORGANIZATIONS AND AGENCIES. THE CONCEPT OF IN-PLANT PROGRAMS DEVELOPED WITH BUSINESS AND INDUSTRY SHOULD BE EXTENDED TO COMMUNITY AGENCIES AND INSTITUTIONS.

10. WITH REGARD TO THE USE OF COLLEGE FACILITIES BY THE COMMUNITY, THE SUB-COMMITTEE FINDS ENCOURAGING THE EFFORTS OF SOME COLLEGES TO CREATE A COMMUNITY CENTER ON THEIR CAMPUSES WITH A VARIETY OF FACILITIES AVAILABLE TO THE COMMUNITY. IT IS RECOMMENDED THAT EFFORTS OF COLLEGES TO MOVE IN THIS DIRECTION BE SUPPORTED, WITH EMPHASIS ON THE CREATION OF LEARNING RESOURCES CENTERS (ALSO PROVIDED FOR IN THE BASIC DOCUMENTS), CULTURAL PROGRAMS, LEISURE TIME ACTIVITIES, AND ATHLETIC FACILITIES WHERE THE PHYSICAL SETTING OF THE COLLEGE PERMITS IT.

11. SOMETHING SPECIAL SHOULD BE SAID ABOUT LEARNING RESOURCES CENTERS. THIS IS SEEN AS AN IMPERATIVE NEED AND EMPHASIS SHOULD BE PLACED ON MAKING AVAILABLE TO COMMUNITIES ACCESS TO ALL AVAILABLE SOURCES OF MATERIAL THROUGH EDUCATIONAL TECHNOLOGY AND USE OF MULTI-MEDIA. FURTHERMORE, THESE FACILITIES SHOULD BE AVAILABLE AT HOURS CONVENIENT TO RESIDENTS, THAT IS, EVENINGS AND WEEK-ENDS AS WELL AS WEEK-DAYS.

12. CO-OPERATIVE UNDERTAKINGS WITH PUBLIC LIBRARIES ARE URGED IN RELATION TO THE PROVISION OF LEARNING RESOURCES. THE FREE FLOW OF MATERIALS (BOTH PRINTED AND MEDIA) BETWEEN PUBLIC LIBRARIES AND THE COLLEGES (ON SOME KIND OF INTER-LIBRARY LOAN SYSTEM) WOULD EXTEND THE AVAILABILITY OF RESOURCES TO RESIDENTS OF ANY COMMUNITY WITHIN THE COLLEGE'S GEOGRAPHICAL AREA.

13. MANY COLLEGES HAVE MADE GREAT PROGRESS IN INCORPORATING FLEXIBILITY INTO THEIR PROGRAMS TO MAKE IT POSSIBLE FOR STUDENTS TO MOVE BACK AND FORTH BETWEEN DAY AND EVENING PROGRAMS, AND TO COMPLETE CREDIT PROGRAMS EITHER THROUGH DAY OR EXTENSION PROGRAMS OR THROUGH A COMBINATION. THE SUB-COMMITTEE RECOMMENDS THAT THIS TREND BE CONTINUED. THE PROPOSAL OF ONE COLLEGE THAT A SYSTEM BE DEVELOPED OF PORTABILITY OF CREDITS BETWEEN COLLEGES IS ONE THAT SHOULD BE CONSIDERED.

14. SOME COLLEGE PERSONNEL EXPRESSED AN INTEREST OR DESIRE IN BEING KEPT INFORMED ABOUT PROGRAMS OF OTHER COLLEGES. IT WOULD SEEM THAT SOME FORM OF REGULAR COMMUNICATION, PARTICULARLY AMONG EXTENSION OR CONTINUING EDUCATION PERSONNEL, MAY NEED TO BE DEVELOPED SO THAT THEY CAN LEARN FROM EACH OTHER.

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IN CONCLUSION, THE COMMUNITY COLLEGE STANDS IN A UNIQUE POSITION WITH RELATION TO COMMUNITY. IT IS RESPONSIBLE FOR SERVING THE POST-SECONDARY NEEDS OF A SPECIFIED, PERMANENT GEOGRAPHIC AREA AND IT THEREFORE HAS AN OPPORTUNITY TO BECOME A VITAL CENTER OF EDUCATIONAL ACTIVITY WITHIN THAT AREA.

IF IT CAN RELATE TO THE DIVERSITY OF PEOPLES, NEEDS, INSTITUTIONS AND AGENCIES IN A MEANINGFUL WAY, IF IT IS WILLING TO EXPERIMENT AND INNOVATE AND TO DEVELOP RESOURCES, BOTH HUMAN AND OTHER, WHICH ARE THEN AVAILABLE TO THE WHOLE AREA, IT CAN PARTICIPATE IN THE DEVELOPMENT OF A CO-ORDINATED, INTEGRATED APPROACH TOWARDS EDUCATION.

IF, FOR EXAMPLE, THE COLLEGE TAKES THE INITIATIVE IN HELPING A COMMUNITY TO UNDERSTAND ITS LEARNING NEEDS AND THEN PROVIDES THE LEADERSHIP IN DISCOVERING WHICH AGENCY OR INSTITUTION CAN BEST SERVE VARYING NEEDS, IT WOULD BE POSSIBLE FOR ADULTS AT ANY TIME AND DURING ANY STAGE OF THEIR LIVES TO HAVE ACCESS TO THE LEARNING RESOURCES WHICH WOULD HELP THEM MEET THESE NEEDS. IT WOULD SEEM THAT OF ALL THE INSTITUTIONS CURRENTLY EXISTING IN THE COMMUNITIES OF ONTARIO, THE COMMUNITY COLLEGE IS IN THE BEST POSITION TO FULFILL THIS LEADERSHIP FUNCTION.

ERIC Clearinghouse
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on Adult